

B I S H O P   C A R R O L L

H I G H   S C H O O L

An Evaluation Report  
by

Calgary Regional  
Office of Education

March, 1975.

AE  
BIS

VOLUME III.

**Alberta**  
EDUCATION



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## A P P E N D I C E S



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## PREFACE

This report has been bound in three parts -- Volumes I, II and III.  
This section is Volume III.

Volume IGeneral Report

This report touches on general items and key issues.

Volume IISpecific Areas Report

This report deals with all subject areas (e.g. Mathematics) and non-subject areas (e.g. Administration).

Volume IIIAppendices

This report contains additional supporting material.



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APPENDIX A - FACILITIES



The term school facilities includes the building, school site, equipment, furniture, services and all aspects of the physical environment.

1. In what respects are the school facilities most satisfactory and commendable? Explain!

2. In what respects are the school facilities inadequate or in need of improvement? Explain!

3. List in order of priority the improvements you feel are required to make the school facilities more satisfactory:

4. To what extent do the school facilities meet the needs of the students?

5. To what extent are the school facilities appropriate to the philosophy of the school?

6. How has the school identified school facility problems and found solutions for them?

APPENDIX B - COURSE STRUCTURE

# APPENDIX B.1

## COGNITIVE DOMAIN

REMEMBERING	TRANSLATING	INTERPRETING	APPLICATION	ANALYZING	SYNTHESIZING	EVALUATION
<u>Recognition</u>	<u>Changing the form</u>	<u>Discovering Relationship</u>	<u>Using Knowledge</u>	<u>Taking Apart</u>	<u>Putting Together</u>	<u>Judging</u>
Write List Enumerate	Transform Render Decode	Explain Define Construe	Canvass Solicit Employ	Compare Distinguish Determine	Create Make Form	Decide Resolve Form an Opinion
Relate Recall Recollect Retrace Recite	Decipher Transfer Remove Change Interpret Construct Transmute	Render Spell Out Elucidate Illustrate Disentangle Unravel Make Out Account For Clear Up Exemplify Decipher Expound Solve		Identify Analyze Select Match Classify Compare	Devise Conceive Propagate Invert Originate Bring into Being Establish	Settle Discriminate Determine Discern Ascertain Investigate  Write a Review

Note: Some words may be listed under more than one Thought Process, depending upon how they are used in a particular sentence.

SEVEN THOUGHT PROCESSES AND THEIR IDENTIFIABLE TERMS



# APPENDIX B.2

## AFFECTIVE DOMAIN

RECEIVE	RESPONSE	VALUE	ORGANIZATION	CHARACTERIZATION
Understand Comprehend Learn Apprehend Perceive Grasp Follow	Acknowledge Echo Amenable Selects Chooses Participates Gathers Visits Argues	Faith Trust Belief Confidence Reliance Trustworthy Dependable Put One's Trust in Place Reliance on Swear by Rely upon Supports Subscribes	Systematize Arrange Classify Coordinate Establish Correlate Methodize	Type Representative Subjectiveness Typify Identify

## LEVELS OF ATTITUDE ATTAINMENT AND THEIR IDENTIFIABLE TERMS

APPENDIX C - PUPIL PERSONNEL SERVICES

## PERSONNEL DIRECTOR -- JOB DESCRIPTION

1. He shall be directly responsible to the Principal.
2. In the absence of the Principal and Vice-Principal, he shall in consultation with one of the other administrators, be responsible for emergency action on decisions which are those of the Principal.
3. He shall co-ordinate the duties of the professional counsellors.
4. He shall co-ordinate the student personnel program, including record keeping procedures with the school system and Department of Education.
5. He shall assist professional counsellors in the counselling of students as requested by students and counsellors.
6. He shall handle severe discipline referrals from Teacher Consultants.
7. He shall be responsible for co-ordinating staff personnel.
8. He shall be present at as many extra-curricular activities as possible.
9. He shall be responsible for the planning and follow up required for community learning activities.
10. He shall submit a monthly report to the Principal.

## PROFESSIONAL COUNSELLOR -- JOB DESCRIPTION

1. They shall provide counselling services to students (and guidance where required) to assist them to achieve their educational goals in a more positive way.
2. They shall ensure that there is immediately available to all students - a professional counselling service to deal with emotional and psychological problems as they arise.
3. They will generally deal with problems in a developmental framework, with extra-school services available on referral basis to provide therapy beyond the counsellor's jurisdiction.
4. They will normally sit in an advisory position with teacher-consultants in facilitating learning and will be directly responsible to the Personnel Director.

5. They are responsible for general testing, analysis and interpretation of standardized tests and inventories to students and their teacher-consultants.
6. They are responsible for developing a resource centre of pertinent and current guidance information and techniques for use by teacher-consultants and professional counsellors.
7. They will assist in developing a resource centre with up-to-date vocational and educational information for use by teacher-consultants, professional counsellors and students.
8. They are responsible for establishing a liaison with post-secondary institutions of learning and will assist with establishing a liaison with employers in industry.
9. They are responsible for studying student needs and how effectively school services and activities are meeting them.
10. They are responsible for co-operating in all the guidance services within the school and to act as consultants to teacher-consultants.
11. They are responsible for referring students to various agencies and resource people when desirable and to work with these same people.
12. They are expected to co-ordinate the orientation program to facilitate entry of Grade IX students into Bishop Carroll High School.
13. They are expected to assist in the co-ordination of community-learning activities.
14. They are expected to be available to counsel or consult with Faculty, staff or parents on matters relating to personal adjustment or communication problems within the school.
15. They are expected to assist the Personnel Director in the identification and evaluation of possible suspension cases.
16. They are expected to assist the Personnel Director in preparing a monthly report to the Principal.

#### TEACHER ADVISOR -- JOB DESCRIPTION

1. They will be personally responsible for 30 to 35 students in helping to plan and schedule time allotted for independent study in their various subject areas.



2. They will remain with the same group of students during their high school career.
3. They will help each student find his own talents and interests and help each student plan and evaluate his independent study schedule. Usually, this will take the form of straight advisement on routine guidance matters. This is to be differentiated from personal counselling.
4. They will collect information about the student from the student himself, from teachers and from various sources and to store this information so that it is readily available for interpretation to students, parents and staff.
5. They will see parents and prospective employers; to prepare report cards, college recommendation forms and employment questionnaires for their students.
6. They will operate with other teacher consultants and the professional counsellors as part of an educational team.
7. They will assist in the duties and responsibilities as designated under the job description for area teams.
8. They will take attendance for all of their counsellees every morning when school begins.
9. They will read the bulletin and all messages from various departments to all counsellees at morning check in.
10. They will remind all counsellees in morning check in of interviews, L.G.'s and S.G.'s.
11. They will meet with each counsellee at least 4 hours per month.
12. They will check and evaluate progress in each subject area for each counsellee at least 2 times a month.
13. They will phone parents of counsellees whenever the need arises in terms of:
  - (a) absences in L.G., S.G. and school.
  - (b) not following schedules.
  - (c) lack of progress in certain areas.
  - (d) good progress.
  - (e) parents meetings.
14. They will send home progress reports at least every 2 months for each counsellee.

15. They will keep counsellor files up to date in terms of progress and comments on such.
16. They will aid each counsellor in obtaining specific help from specific subject areas, by setting up appointments with respective subject teachers.
17. They will encourage students to pursue as many areas of activity within and out of the school as possible (pep club - tours, jobs, etc.).

Teacher-Advisor and Guidance Counsellor role descriptions as given to students in the "New Student Information" booklet:

#### Teacher-Advisor

Someone to talk with you about:

1. Your grades.
2. The use of your time.
3. Your study techniques.
4. Your educational and vocational plans.
5. Life in and out of school.
6. Attendance.
7. Discipline.
8. Problems with other students or teachers.
9. Working papers and/or employment.
10. Withdrawal from school.

#### Guidance Counsellor

Someone to talk with you about:

1. Social and emotional problems.
2. Problems with students, teachers, parents and others.

3. Test scores, aptitudes, strengths and weaknesses, learning problems, test problems.
4. Contacting school specialists such as psychologists, reading specialists and out-of-school agencies such as the Mental Health Clinic, Probation, Social Welfare, Youth Bureau, etc.
5. Getting technical help regarding educational and vocational planning.
6. Joining discussion and counselling groups.
7. By referral from the Teacher Advisor - any of the problems listed above under Teacher Advisor.

## COUNSELLOR ROLE --

## TEACHER-ADVISOR (T.A.) AND COUNSELLOR PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Important	2-Slightly Important
4-Frequent	1-Never	4-Important	1-Not Important
3-Sometimes	$\bar{x}$ -Average	3-Of Some Importance	$\bar{x}$ -Average

ROLE STATEMENTS:

1. *The Counsellors shall provide counselling services to students (and guidance where required) to assist them to achieve their goals in a more positive way.*

		5	4	3	2	1	$\bar{x}$
T.A. Perception	F	9	9	9	4	0	3.7
	I	18	8	3	3	0	4.3

  

		5	4	3	2	1	$\bar{x}$
Counsellor Perception	F	2		2			4.0
	I	3	1				4.7

Comments by T.A. and Counsellor:

- guidance is their most important role
- counsellor is there when needed and felt to be a friend not an enemy as in a normal high school
- assistance in direction
- role needs clarification
- not enough students go there
- T.A. becomes increasingly aware of student potential and is probably in a better position to advise students
- P.C. could be more involved with T.A.'s inservice
- overlap with T.A. -- mostly crisis counselling

## COUNSELLOR ROLE --

## TEACHER-ADVISOR (T.A.) AND COUNSELLOR PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Important	2-Slightly Important
4-Frequent	1-Never	4-Important	1-Not Important
3-Sometimes	$\bar{x}$ -Average	3-Of Some Importance	$\bar{x}$ -Average

ROLE STATEMENTS:

2. Counsellors shall ensure that there be immediately available to all students - a professional counselling service to deal with emotional and psychological problems as they arise.

		5	4	3	2	1	$\bar{x}$
T.A. Perception	F	17	12	2	0	0	4.5
	I	31	2	0	0	0	4.9

  

		5	4	3	2	1	$\bar{x}$
Counsellor Perception	F	2	2				4.5
	I	4					5.0

Comments by T.A. and Counsellor:

- staff seem to know when to refer
- conflict - student may not know professional counsellor
- we may sometimes act as go betweens using our own room
- staff seem to know when to refer



## COUNSELLOR ROLE --

## TEACHER-ADVISOR (T.A.) AND COUNSELLOR PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Important	2-Slightly Important
4-Frequent	1-Never	4-Important	1-Not Important
3-Sometimes	$\bar{x}$ -Average	3-Of Some Importance	$\bar{x}$ -Average

ROLE STATEMENTS:

3. Counsellors will generally deal with problems in a developmental framework, with extra-school services available on referral basis to provide therapy beyond the counsellor's jurisdiction.

		5	4	3	2	1	$\bar{x}$
T.A. Perception	F	10	12	6	0	0	4.1
	I	24	7	0	0	0	4.8

  

		5	4	3	2	1	$\bar{x}$
Counsellor Perception	F		3	1			3.75
	I	4					5.0

Comments by T.A. and Counsellor:

- speech therapist
- Joe Quinn
- 2nd language teacher
- social worker
- outside agencies used -- no referrals within system -- central office serves elementary and junior highs. High school counsellors as competent as central office

## COUNSELLOR ROLE --

## TEACHER-ADVISOR (T.A.) AND COUNSELLOR PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Important	2-Slightly Important
4-Frequent	1-Never	4-Important	1-Not Important
3-Sometimes	$\bar{x}$ -Average	3-Of Some Importance	$\bar{x}$ -Average

ROLE STATEMENTS:

4. Counsellors will normally sit in an advisory position with teacher-consultants in facilitating learning and will be directly responsible to the Personnel Director.

		5	4	3	2	1	$\bar{x}$
T.A. Perception	F	4	7	7	10	4	2.9
	I	14	7	6	3	3	3.8
		5	4	3	2	1	$\bar{x}$
Counsellor Perception	F	2	2				4.5
	I	3	1				4.7

Comments by T.A. and Counsellor:

- not fault of counsellor, professional jealousy
- facilitating learning - in what way? Do you mean removal of barrier?
- professional consultants are served more in a problem solving attitude rather than an instigator
- parents often included -- often unplanned -- memos for files

## COUNSELLOR ROLE --

## TEACHER-ADVISOR (T.A.) AND COUNSELLOR PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Important	2-Slightly Important
4-Frequent	1-Never	4-Important	1-Not Important
3-Sometimes	$\bar{x}$ -Average	3-Of Some Importance	$\bar{x}$ -Average

ROLE STATEMENTS:

5. Counsellors are responsible for general testing, analysis and interpretation of standardized tests and inventories to students and their teacher-consultants.

		5	4	3	2	1	$\bar{x}$
T.A. Perception	F	7	8	7	5	0	3.6
	I	10	11	4	2	1	3.9

		5	4	3	2	1	$\bar{x}$
Counsellor Perception	F	1	1	2			3.7
	I	1	1	2			3.7

Comments by T.A. and Counsellor:

- also in problem solving situation
- OPI, DAT, Kuder, WAIS, WISC, OTIS
- use memorandum in referral
- when necessary
- university standard entrance tests
- aptitude tests
- most areas administer placement tests. This takes 2-3 weeks in September. Counsellors could readily do this in junior high so that placement would be complete by September 1 and students could begin programs.
- WAIS, WISC, Kuder, Otis, I.Q. -- go to Quinn for others. At student's request -- approximately 24/year -- used to verify -- put students at ease

## COUNSELLOR ROLE --

## TEACHER-ADVISOR (T.A.) AND COUNSELLOR PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Important	2-Slightly Important
4-Frequent	1-Never	4-Important	1-Not Important
3-Sometimes	$\bar{x}$ -Average	3-Of Some Importance	$\bar{x}$ -Average

ROLE STATEMENTS:

6. (a) *Counsellors are responsible for developing a resource centre of pertinent and current guidance information for use by teacher-consultants and professional counsellors.*

		5	4	3	2	1	$\bar{x}$
T.A. Perception	F	3	6	7	8	1	3.4
	I	8	10	5	0	0	4.5

  

		5	4	3	2	1	$\bar{x}$
Counsellor Perception	F	1	1	2			3.7
	I	3	1				4.7

Comments by T.A. and Counsellor:

- most information in curriculum centre
- materials are available
- reference library -- 1st year
- monographs of profession -- 1st year
- university calendars -- 1st year
- distribute new calendars -- 2nd and 3rd year
- materials distributed when received, to teachers -- 2nd and 3rd years



## COUNSELLOR ROLE --

## TEACHER-ADVISOR (T.A.) AND COUNSELLOR PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Important	2-Slightly Important
4-Frequent	1-Never	4-Important	1-Not Important
3-Sometimes	$\bar{x}$ -Average	3-Of Some Importance	$\bar{x}$ -Average

ROLE STATEMENTS:

6. (b) Counsellors are responsible for developing a resource centre of pertinent and current techniques for use by teacher-consultants and professional counsellors.

		5	4	3	2	1	$\bar{x}$
T.A. Perception	F	3	2	2	8	2	2.8
	I	8	7	7	3	1	3.7

		5	4	3	2	1	$\bar{x}$
Counsellor Perception	F	1	1	2			3.7
	I	1	1	2			3.7

Comments by T.A. and Counsellor:

- most information in curriculum centre
- materials are available
- reference library -- 1st year
- monographs of profession -- 1st year
- university calendars -- 1st year
- distribute new calendars -- 2nd and 3rd year
- materials distributed when received, to teachers -- 2nd and 3rd years

## COUNSELLOR ROLE --

## TEACHER-ADVISOR (T.A.) AND COUNSELLOR PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Important	2-Slightly Important
4-Frequent	1-Never	4-Important	1-Not Important
3-Sometimes	$\bar{x}$ -Average	3-Of Some Importance	$\bar{x}$ -Average

ROLE STATEMENTS:

7. Counsellors will assist in developing a resource centre with up-to-date vocational and educational information for use by teacher-consultants, professional counsellors and students.

		5	4	3	2	1	$\bar{x}$
T.A. Perception	F	6	8	9	0	2	3.9
	I	16	14	1	0	0	4.5

		5	4	3	2	1	$\bar{x}$
Counsellor Perception	F	1	2				4.3
	I	2	1				4.7

Comments by T.A. and Counsellor:

- computer counselling program
- information found in counselling area
- they do have a reception area but not a resource centre
- the resource centre is in the guidance area
- outer office files -- career trends, etc. -- some sent to each area
- monographs in reference library. Vocational computer at University of Calgary with telephone in counselling office



## COUNSELLOR ROLE --

## TEACHER-ADVISOR (T.A.) AND COUNSELLOR PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Important	2-Slightly Important
4-Frequent	1-Never	4-Important	1-Not Important
3-Sometimes	$\bar{x}$ -Average	3-Of Some Importance	$\bar{x}$ -Average

ROLE STATEMENTS:

8. (a) *Counsellors are responsible for establishing a liaison with post-secondary institutions of learning.*

		5	4	3	2	1	$\bar{x}$
T.A. Perception	F	5	12	3	1	0	4.3
	I	7	12	2	2	0	4.0

		5	4	3	2	1	$\bar{x}$
Counsellor Perception	F	2	2				4.5
	I	3	1				4.7

Comments by T.A. and Counsellor:

- post-secondary by counsellor department
- liaison function might better be a shared responsibility between counsellor and T.A.
- done as requested by various people in the school
- P.C.'s are not aware of the objectives the subject area is attempting to attain by placing a student in a job location
- personnel director does not have time to do the liaison with employees in industry
- counsellor would act as a resource person, providing the students with the necessary information for contacting the institution and/or employer on his own

## COUNSELLOR ROLE --

## TEACHER-ADVISOR (T.A.) AND COUNSELLOR PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Important	2-Slightly Important
4-Frequent	1-Never	4-Important	1-Not Important
3-Sometimes	$\bar{x}$ -Average	3-Of Some Importance	$\bar{x}$ -Average

ROLE STATEMENTS:

8. (b) *Counsellors will assist with establishing a liaison with employers in industry.*

		5	4	3	2	1	$\bar{x}$
T.A. Perception	F	6	10	6	1	0	3.9
	I	7	12	2	2	0	4.0

		5	4	3	2	1	$\bar{x}$
Counsellor Perception	F	2			2		3.5
	I	1	1	2			3.7

Comments by T.A. and Counsellor:

- post-secondary by counsellor department
- liaison function might better be a shared responsibility between counsellor and T.A.
- done as requested by various people in the school
- P.C.'s are not aware of the objectives the subject area is attempting to attain by placing a student in a job location
- personnel director does not have time to do the liaison with employees in industry
- counsellor would act as a resource person, providing the students with the necessary information for contacting the institution and/or employer on his own

## COUNSELLOR ROLE --

## TEACHER-ADVISOR (T.A.) AND COUNSELLOR PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Important	2-Slightly Important
4-Frequent	1-Never	4-Important	1-Not Important
3-Sometimes	$\bar{x}$ -Average	3-Of Some Importance	$\bar{x}$ -Average

ROLE STATEMENTS:

9. *Counsellors are responsible for studying student needs and how effectively school services and activities are meeting them.*

		5	4	3	2	1	$\bar{x}$
T.A. Perception	F	3	1	10	5	2	2.9
	I	5	12	2	3	1	3.7

		5	4	3	2	1	$\bar{x}$
Counsellor Perception	F	2		1			4.3
	I	2	1				4.7

Comments by T.A. and Counsellor:

- should be the responsibility of the subject teams
- identify trends emanating from interviews and bring this to the attention of staff
- surveys
- ongoing and carried out by entire staff
- will occur with certain students
- not systematically
- don't think they have time for this
- through discussion with T.A.'s and students
- don't think that evaluation techniques are used
- not internally but total coverage from outside
- more has to be done in this area
- role of T.A.
- more from individuals on day to day basis
- persuade school to bend rules if necessary
- DHSD involved some
- Voc. Ed. - study those going to post secondary institutions - career days
- drugs -- individual and group counselling
- listen to teacher responses (1:1 and at faculty meetings)
- students main source of information

## COUNSELLOR ROLE --

## TEACHER-ADVISOR (T.A.) AND COUNSELLOR PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Important	2-Slightly Important
4-Frequent	1-Never	4-Important	1-Not Important
3-Sometimes	$\bar{x}$ -Average	3-Of Some Importance	$\bar{x}$ -Average

ROLE STATEMENTS:

10. Counsellors are responsible for co-operating in all the guidance services within the school and to act as consultants to teacher-consultants.

		5	4	3	2	1	$\bar{x}$
T.A. Perception	F	9	13	6	3	1	3.8
	I	19	9	1	0	1	4.8

		5	4	3	2	1	$\bar{x}$
Counsellor Perception	F	3	1				4.7
	I	3	1				4.7

Comments by T.A. and Counsellor:

- specific cases

## COUNSELLOR ROLE --

## TEACHER-ADVISOR (T.A.) AND COUNSELLOR PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Important	2-Slightly Important
4-Frequent	1-Never	4-Important	1-Not Important
3-Sometimes	$\bar{x}$ -Average	3-Of Some Importance	$\bar{x}$ -Average

ROLE STATEMENTS:

11. (a) Counsellors are responsible for referring students to various agencies and resource people when desirable.

		5	4	3	2	1	$\bar{x}$
T.A. Perception	F	7	11	4	2	0	4.8
	I	10	13	1	0	0	4.1
		5	4	3	2	1	$\bar{x}$
Counsellor Perception	F	2	2				4.5
	I	2	2				4.5

Comments by T.A. and Counsellor:

- perhaps more the role of activities director

## COUNSELLOR ROLE --

## TEACHER-ADVISOR (T.A.) AND COUNSELLOR PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Important	2-Slightly Important
4-Frequent	1-Never	4-Important	1-Not Important
3-Sometimes	$\bar{x}$ -Average	3-Of Some Importance	$\bar{x}$ -Average

ROLE STATEMENTS:

11. (b) *Counsellors are responsible for working with various agencies and resource people when desirable.*

		5	4	3	2	1	$\bar{x}$
T.A. Perception	F	6	6	3	0	0	4.4
	I	10	6	0	0	0	4.6
		5	4	3	2	1	$\bar{x}$
Counsellor Perception	F	3	1				4.7
	I	3	1				4.7

Comments by T.A. and Counsellor:

- perhaps more the role of activities director

## COUNSELLOR ROLE --

## TEACHER-ADVISOR (T.A.) AND COUNSELLOR PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Important	2-Slightly Important
4-Frequent	1-Never	4-Important	1-Not Important
3-Sometimes	$\bar{x}$ -Average	3-Of Some Importance	$\bar{x}$ -Average

ROLE STATEMENTS:

12. Counsellors are expected to co-ordinate the orientation program to facilitate entry of Grade IX students into Bishop Carroll High School.

		5	4	3	2	1	$\bar{x}$
T.A. Perception	F	14	10	4	0	2	4.1
	I	18	7	1	1	1	4.4

		5	4	3	2	1	$\bar{x}$
Counsellor Perception	F	3	1				4.7
	I	3	1				4.7

Comments by T.A. and Counsellor:

- joint function
- visiting feeder schools once per year
- in spring, grade 9 students come into school for two-week period to get to see and be like one of the students
- P.C.'s are not aware of the subject area requirements and objectives and do not do a good job of orientation
- a better orientation program is needed
- T.A.'s can perform this activity more adequately
- some T.A. go with feeder schools
- subject area teachers should be involved in this. Area teachers know what's going on in their subjects
- how successfully?
- teacher's, students, often involved
- junior highs visited annually -- honest re qualities required. Bishop Carroll students and teachers visit also. Accelerated students enter Bishop Carroll in May or June (6) -- Buddy system

## COUNSELLOR ROLE --

## TEACHER-ADVISOR (T.A.) AND COUNSELLOR PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Important	2-Slightly Important
4-Frequent	1-Never	4-Important	1-Not Important
3-Sometimes	$\bar{x}$ -Average	3-Of Some Importance	$\bar{x}$ -Average

ROLE STATEMENTS:

13. *Counsellors are expected to assist in the coordination of community-learning activities.*

		5	4	3	2	1	$\bar{x}$
T.A. Perception	F	1	1	8	8	3	2.5
	I	3	10	2	5	2	3.3

  

		5	4	3	2	1	$\bar{x}$
Counsellor Perception	F			1	2	1	2.0
	I		1	3			3.2

Comments by T.A. and Counsellor:

- work experience
- teacher aide program
- work study
- usually done by T.A.'s
- liaison between school and any outside program
- work through own contacts
- presentation should be done to community as a whole on our school
- do their own things -- not required
- activities director
- hasn't happened in Fine Arts
- done by individual departments
- employment opportunities
- courses not offered by B.C.H.S. (Spanish at Mount Royal, etc.)
- area departments do this
- students hired as aides. Not crucial for counsellors - lack time - areas do
- English work study
- driver education -- courses not offered at B.C.H.S. (Spanish at Mount Royal), etc.



## COUNSELLOR ROLE --

## TEACHER-ADVISOR (T.A.) AND COUNSELLOR PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Important	2-Slightly Important
4-Frequent	1-Never	4-Important	1-Not Important
3-Sometimes	$\bar{x}$ -Average	3-Of Some Importance	$\bar{x}$ -Average

ROLE STATEMENTS:

14. Counsellors are expected to be available to counsel or consult with faculty on matters relating to personal adjustment or communication problems within the school.

		5	4	3	2	1	$\bar{x}$
T.A. Perception	F	3	4	9	8	4	2.8
	I	8	9	3	3	4	3.5

		5	4	3	2	1	$\bar{x}$
Counsellor Perception	F	1	3				4.2
	I	4					5.0

Comments by T.A. and Counsellor:

- counsellor should facilitate morale
- done by personnel director
- group of 7 have done more on this
- frank outspoken community - would not tolerate
- not usually done
- problem-teachers go to personnel director
- feel it would be the responsibility of the personnel director, principal or vice-principal
- depending on individual counsellor
- act as a resource person to faculty
- very much so

## COUNSELLOR ROLE --

## TEACHER-ADVISOR (T.A.) AND COUNSELLOR PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Important	2-Slightly Important
4-Frequent	1-Never	4-Important	1-Not Important
3-Sometimes	$\bar{x}$ -Average	3-Of Some Importance	$\bar{x}$ -Average

ROLE STATEMENTS:

15. Counsellors are expected to be available to counsel or consult with aides on matters relating to personal adjustment or communication problems within the school.

		5	4	3	2	1	$\bar{x}$
T.A. Perception	F	1	2	3	9	7	2.1
	I	4	5	4	3	8	2.7

		5	4	3	2	1	$\bar{x}$
Counsellor Perception	F	1	2		1		3.7
	I	2	1			1	3.7

Comments by T.A. and Counsellor:

- responsibility of the personnel director, principal or vice-principal
- should be done much more often
- seems to be an area responsibility
- aides have reservations
- very much so

## COUNSELLOR ROLE --

## TEACHER-ADVISOR (T.A.) AND COUNSELLOR PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Important	2-Slightly Important
4-Frequent	1-Never	4-Important	1-Not Important
3-Sometimes	$\bar{x}$ -Average	3-Of Some Importance	$\bar{x}$ -Average

ROLE STATEMENTS:

16. Counsellors are expected to be available to counsel or consult with parents on matters relating to personal adjustment or communication problems within the school.

		5	4	3	2	1	$\bar{x}$
T.A. Perception	F	9	10	8	4	0	3.8
	I	17	12	2	0	1	4.3
		5	4	3	2	1	$\bar{x}$
Counsellor Perception	F	4					5.0
	I	4					5.0

Comments by T.A. and Counsellor:

- T.A. is first to be contacted
- direct parent feedback to teacher
- have been supportive when needed
- all applicants to the school go through the counsellors

## COUNSELLOR ROLE --

## TEACHER-ADVISOR (T.A.) AND COUNSELLOR PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Important	2-Slightly Important
4-Frequent	1-Never	4-Important	1-Not Important
3-Sometimes	$\bar{x}$ -Average	3-Of Some Importance	$\bar{x}$ -Average

ROLE STATEMENTS:

17. *Counsellors are expected to assist the Personnel Director in the identification and evaluation of possible suspension cases.*

		5	4	3	2	1	$\bar{x}$
T.A. Perception	F	7	8	7	4	0	3.7
	I	13	10	4	2	0	4.2

		5	4	3	2	1	$\bar{x}$
Counsellor Perception	F			3			3.0
	I	1	1		1		3.7

Comments by T.A. and Counsellor:

- add reinforcement to data
- private meetings
- through T.A. in the identification of continual absences, lack of effort, behavior injurious to the other students
- consultation
- suspensions are rare -- conferences with all members concerned
- after series of counselling sessions then advice preferred re suspension
- consultation

## COUNSELLOR ROLE --

## TEACHER-ADVISOR (T.A.) AND COUNSELLOR PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Important	2-Slightly Important
4-Frequent	1-Never	4-Important	1-Not Important
3-Sometimes	$\bar{x}$ -Average	3-Of Some Importance	$\bar{x}$ -Average

ROLE STATEMENTS:

18. Counsellors are expected to assist the Personnel Director in preparing a monthly report to the principal.

		5	4	3	2	1	$\bar{x}$
T.A. Perception	F	0	0	3	0	0	3.0
	I	0	2	1	0	0	3.7

		5	4	3	2	1	$\bar{x}$
Counsellor Perception	F				1	1	1.5
	I				1	1	1.5

Comments by T.A. and Counsellor:

- hasn't materialized -- frequent informal meetings as need arises



## GUIDANCE COUNSELLOR'S ROLE -- STUDENT PERCEPTIONS

NOTE: The Guidance Counsellor's role statements were taken from an orientation handbook provided for student use. Noted below is the role statement under discussion, a summary of student responses, and comments regarding pupil perceptions.

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Useful	2-Little Use
4-Frequent	1-Never	4-Useful	1-Useless
3-Sometimes	$\bar{x}$ -Average	3-Of Some Use	$\bar{x}$ -Average

ROLE STATEMENTS:

1. (a) Have you talked to a Guidance Counsellor concerning a personal (social or emotional) problem?
- (b) Were such counselling sessions of some value?

Level II-III		5	4	3	2	1	$\bar{x}$	
Pupils'	%F	2.1	4.3	8.3	10.4	75.0	1.5	n=48
Ratings	%I	31.0	31.0	23.0		15.0	3.6	n=13

Comments:

- Please note that on the one occasion when I consulted a professional counsellor it was for assistance with my boss, and in this case he was very helpful in clearing up the problem
- When I went to St. Francis, have not seen one here as yet
- Approached him on the topic of university education
- I think this particular counsellor really knew what I wanted, is prepared to help me get it

## GUIDANCE COUNSELLOR'S ROLE -- STUDENT PERCEPTIONS

Frequency (F)

5-Very Frequent    2-Rarely  
 4-Frequent        1-Never  
 3-Sometimes        $\bar{x}$ -Average

Importance (I)

5-Very Useful    2-Little Use  
 4-Useful        1-Useless  
 3-Of Some Use    $\bar{x}$ -Average

ROLE STATEMENTS:

2. (a) *Have you talked to a Guidance Counsellor concerning a problem with a student?*  
 (b) *Were such counselling sessions of some value?*

## Level II-III

Pupils'  
 Ratings

%F  
 %I

	5	4	3	2	1
		2.0	2.0	2.0	94.0
	17.0	33.0			50.0

 $\bar{x}$ 

1.1    n=48

2.7    n= 6

Comments:

## GUIDANCE COUNSELLOR'S ROLE -- STUDENT PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Useful	2-Little Use
4-Frequent	1-Never	4-Useful	1-Useless
3-Sometimes	$\bar{x}$ -Average	3-Of Some Use	$\bar{x}$ -Average

ROLE STATEMENTS:

3. (a) *Have you talked to a Guidance Counsellor concerning a problem with a teacher?*
- (b) *Were such counselling sessions of some value?*

Level II-III		5	4	3	2	1	$\bar{x}$	
Pupils'	%F			6.2	8.3	85.0	1.2	n=48
Ratings	%I	20.0	40.0	10.0	10.0	20.0	3.3	n=10

Comments:

- I usually talk to my T.C. about any problems I have, and have never really needed to go to the guidance counsellor, other than for things which the T.C. could not technically help me (i.e., not enough information about something)
- My teacher advisor is able to help eliminate problems with teachers



## GUIDANCE COUNSELLOR'S ROLE -- STUDENT PERCEPTIONS

Frequency (F)

5-Very Frequent    2-Rarely  
 4-Frequent        1-Never  
 3-Sometimes        $\bar{x}$ -Average

Importance (I)

5-Very Useful    2-Little Use  
 4-Useful        1-Useless  
 3-Of Some Use    $\bar{x}$ -Average

ROLE STATEMENTS:

4. (a) Have you talked to a Guidance Counsellor concerning a problem with parents?  
 (b) Were such counselling sessions of some value?

## Level II-III

		5	4	3	2	1	$\bar{x}$	
Pupils'	%F			2.1	2.1	95.8	1.1	n=48
Ratings	%I	20.0				80.0	1.8	n= 5

Comments:

## GUIDANCE COUNSELLOR'S ROLE -- STUDENT PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Useful	2-Little Use
4-Frequent	1-Never	4-Useful	1-Useless
3-Sometimes	$\bar{x}$ -Average	3-Of Some Use	$\bar{x}$ -Average

ROLE STATEMENTS:

5. (a) *Have you talked to a Guidance Counsellor concerning a problem with others?*  
 (b) *Were such counselling sessions of some value?*

Level II-III		5	4	3	2	1	$\bar{x}$	
Pupils'	%F		1.8	1.8	4.2	91.8	1.1	n=48
Ratings	%I		33.3	16.6	16.6	33.3	2.5	n= 6

Comments:



## GUIDANCE COUNSELLOR'S ROLE -- STUDENT PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Useful	2-Little Use
4-Frequent	1-Never	4-Useful	1-Useless
3-Sometimes	$\bar{x}$ -Average	3-Of Some Use	$\bar{x}$ -Average

ROLE STATEMENTS:

6. (a) Have you talked to a Guidance Counsellor about test scores, aptitudes, strengths and weaknesses, learning problems and test problems?
- (b) Were such discussions of some value?

Level II-III		5	4	3	2	1	$\bar{x}$	
Pupils'	%F	2.1		8.5	17.0	72.4	1.4	n=47
Ratings	%I	7.1	42.8	28.5		21.4	3.1	n=14

Comments:

- The counsellor can only be of as much help in this area as the person is, that is, if the person is uncertain of his goals, etc., the counsellor can only help him find his aptitudes, but it can be disappointing when no new direction is taken simply because you don't like what you have a talent for.

## GUIDANCE COUNSELLOR'S ROLE -- STUDENT PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Useful	2-Little Use
4-Frequent	1-Never	4-Useful	1-Useless
3-Sometimes	$\bar{x}$ -Average	3-Of Some Use	$\bar{x}$ -Average

ROLE STATEMENTS:

7. (a) *Have you been referred to a school specialist or an outside agency for assistance?*  
 (b) *Were such referrals of some value?*

Level II-III		5	4	3	2	1	$\bar{x}$	
Pupils'	%F		2.1	6.4	2.1	89.3	1.2	n=47
Ratings	%I	12.5	37.5	12.5		37.5	2.9	n= 8

Comments:

- This was concerning my employer, and I was referred to the Board of Industrial Relations, which was very helpful. They know who can help you or what action to take with a lot of different problems.



## GUIDANCE COUNSELLOR'S ROLE -- STUDENT PERCEPTIONS

Frequency (F)

5-Very Frequent    2-Rarely  
 4-Frequent        1-Never  
 3-Sometimes        $\bar{x}$ -Average

Importance (I)

5-Very Useful    2-Little Use  
 4-Useful        1-Useless  
 3-Of Some Use    $\bar{x}$ -Average

ROLE STATEMENTS:

8. (a) *Have you talked to a Guidance Counsellor about your educational and vocational plans?*  
 (b) *Were such discussions of some value?*

## Level II-III

		5	4	3	2	1	$\bar{x}$	
Pupils'	%F	6.2	11.4	14.6	20.8	47.8	2.1	n=48
Ratings	%I	39.2	30.2	21.8	4.3	4.3	3.9	n=23

Comments:

- If you really don't know where you're going yourself, there's not a great amount that anyone can do to help but if you have ideas, they can help you find out about the chances of going into it.

## GUIDANCE COUNSELLOR'S ROLE -- STUDENT PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Useful	2-Little Use
4-Frequent	1-Never	4-Useful	1-Useless
3-Sometimes	$\bar{x}$ -Average	3-Of Some Use	$\bar{x}$ -Average

ROLE STATEMENTS:

9. (a) *Were you asked to join or be involved in any group counselling sessions?*  
 (b) *Were these type of sessions of value to you?*

Level II-III		5	4	3	2	1	$\bar{x}$	
Pupils'	%F		2.1	4.3	4.3	89.3	1.2	n=47
Ratings	%I		37.5	25.0	12.5	25.0	2.7	n= 8

Comments:

- Computer Career Program (group)

## GUIDANCE COUNSELLOR'S ROLE -- STUDENT PERCEPTIONS

Frequency (F)

5-Very Frequent    2-Rarely  
 4-Frequent        1-Never  
 3-Sometimes        $\bar{x}$ -Average

Importance (I)

5-Very Useful    2-Little Use  
 4-Useful        1-Useless  
 3-Of Some Use    $\bar{x}$ -Average

ROLE STATEMENTS:

10. (a) *Were you ever referred by the Teacher Advisor to see the Guidance Counsellor about a problem?*  
 (b) *Were referrals of this nature of some value?*

Level II-III		5	4	3	2	1	$\bar{x}$	
Pupils'	%F		2.1	8.6	6.1	83.2	1.3	n=48
Ratings	%I		36.4	9.1	18.2	36.4	2.4	n=11

Comments:

- The T.C. knows when he is not capable of handling a problem, (although in most cases they are)
- Higher education was discussed

## TEACHER-ADVISOR ROLE —

## TEACHER-ADVISOR (T.A.) AND COUNSELLOR PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Important	2-Slightly Important
4-Frequent	1-Never	4-Important	1-Not Important
3-Sometimes	$\bar{x}$ -Average	3-Of Some Importance	$\bar{x}$ -Average

ROLE STATEMENTS:

1. Teacher advisors will be personally responsible for 30 to 35 students in helping to plan and schedule time allotted for independent study in their various subject areas.

		5	4	3	2	1	$\bar{x}$
T.A. Perception	F	18	11	1	0	0	4.5
	I	29	4	1	0	0	4.9
		5	4	3	2	1	$\bar{x}$
Counsellor Perception	F	2	2				4.5
	I	2	2				4.5

Comments by T.A. and Counsellor:

- pupil/teacher ratio too heavy to do an effective job
- time being subordinate to productivity
- depends on grade, L1 - help considerable, L3 - help seldom
- conflict in role of T.A. and subject area in relation to time
- not with total group but with a number whom I have identified as needing help in planning, goal setting, etc.
- level I very frequent; level I/III often very infrequent
- importance depends upon the maturity and experience of the student
- ongoing process
- a complete schedule is prepared for the students guidance infrequently but ad hoc changes are made monthly depending on the students progress
- one interview was devoted to the scheduling and planning. A student is, however, free to meet with me at anytime to make any changes
- do not personally take responsibility for following it -- because they never do



## TEACHER-ADVISOR ROLE —

## TEACHER-ADVISOR (T.A.) AND COUNSELLOR PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Important	2-Slightly Important
4-Frequent	1-Never	4-Important	1-Not Important
3-Sometimes	$\bar{x}$ -Average	3-Of Some Importance	$\bar{x}$ -Average

ROLE STATEMENTS:

2. *Teacher advisors will remain with the same group of students during their high school career.*

		5	4	3	2	1	$\bar{x}$
T.A. Perception	F	27	5	0	0	0	4.8
	I	24	12	0	0	0	4.7
		5	4	3	2	1	$\bar{x}$
Counsellor Perception	F	2	2				4.5
	I	3	1				4.7

Comments by T.A. and Counsellor:

- infrastructure that makes the complexity possible to be dealt with
- only way to understand the students, sometimes better than parents, i.e., communication
- continuity, stability of students
- unless there is a student-teacher or parent-teacher personality clash
- it is only through continued contact over their high school years that you really get to know most students
- promotes the development of a relationship between T.C. and student; creates more of an opportunity for individual attention
- odd changes, personalities clash
- T.A.s and students may part company
- promotes development of a relationship between P.C. and student -- creates more of an opportunity for individual attention

## TEACHER-ADVISOR ROLE —

## TEACHER-ADVISOR (T.A.) AND COUNSELLOR PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Important	2-Slightly Important
4-Frequent	1-Never	4-Important	1-Not Important
3-Sometimes	$\bar{x}$ -Average	3-Of Some Importance	$\bar{x}$ -Average

ROLE STATEMENTS:

3. Teacher advisors will help each student find his own talents and interests and evaluate his independent study schedule. Usually, this will take the form of straight advisement on routine guidance matters. This is to be differentiated from personal counselling.

		5	4	3	2	1	$\bar{x}$
T.A. Perception	F	16	15	3	0	0	4.3
	I	24	11	0	0	0	4.7
		5	4	3	2	1	$\bar{x}$
Counsellor Perception	F	1	2	1			4.0
	I	3	1				4.7

Comments by T.A. and Counsellor:

- this task, though time consuming and difficult, is crucial to successful progress
- because of a close personal relationship, the student wishes to discuss personal problems with only the T.A. T.A. tries to involve a third party, namely the professional counsellor. This may not always occur as a result of the student's request
- this is the backbone of the model school project
- mostly L2 and 3
- cannot differentiate between academic guidance and personal counselling up to a point where it lies within my competencies
- I feel that personal counselling and advisement are closely related and cannot be separated to a great extent
- evaluate very frequently
- level I not at that level of maturity; level II most frequent
- differentiation is difficult to define but necessary

## TEACHER-ADVISOR ROLE —

## TEACHER-ADVISOR (T.A.) AND COUNSELLOR PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Important	2-Slightly Important
4-Frequent	1-Never	4-Important	1-Not Important
3-Sometimes	$\bar{x}$ -Average	3-Of Some Importance	$\bar{x}$ -Average

ROLE STATEMENTS:

4. Teacher advisors will collect information about the student himself, from teachers and from various sources and to store this information so that it is readily available for interpretation to students, parents and staff.

		5	4	3	2	1	$\bar{x}$
T.A. Perception	F	20	9	4	0	0	4.6
	I	20	15	0	0	0	4.6
		5	4	3	2	1	$\bar{x}$
Counsellor Perception	F	1	2	1			4.0
	I	1	3				4.2

Comments by T.A. and Counsellor:

- ongoing process
- all information not recorded; kept in teacher's head
- only educational material should be available
- e.g. drugs, glue sniffing
- confidential information should be kept in separate file
- once per month
- the more information readily at hand, makes for more effective decision-making on the part of the student
- individual files on each -- 11 files per student
- the more readily available the information the more effective is student decision-making

## TEACHER-ADVISOR ROLE --

## TEACHER-ADVISOR (T.A.) AND COUNSELLOR PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Important	2-Slightly Important
4-Frequent	1-Never	4-Important	1-Not Important
3-Sometimes	$\bar{x}$ -Average	3-Of Some Importance	$\bar{x}$ -Average

ROLE STATEMENTS:

5. Teacher advisors will see parents and prospective employers to prepare report cards, college recommendation forms and employment questionnaires for their students.

		5	4	3	2	1	$\bar{x}$
T.A. Perception	F	6	13	6	3	1	3.7
	I	13	15	0	1	1	4.3
		5	4	3	2	1	$\bar{x}$
Counsellor Perception	F		2	1			3.7
	I		3				4.0

Comments by T.A. and Counsellor:

- knowing the total student, the T.C. is in a much better position to report to parents as to progress and achievement
- parents not as frequently as would like, 3-4 yr. depending on student; at semester break -- 90% of parents for interview -- 70% mother & father
- all these are done except seeing prospective employers
- subject area teachers are better able to assess the affective domain of student competencies. Time is limited to contact employers and service the student on the job location
- emphasis on Level III
- concentrate on careers in senior year
- parents are the main concern; they want to know what their child is doing
- important for some job recommendations
- employers only sometimes
- doesn't fit -- not logical
- not prospective employers very often. Letters from employers go to T.A.
- more knowledge of the student, the better T.A.'s reporting to parents

## TEACHER-ADVISOR ROLE —

## TEACHER-ADVISOR (T.A.) AND COUNSELLOR PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Important	2-Slightly Important
4-Frequent	1-Never	4-Important	1-Not Important
3-Sometimes	$\bar{x}$ -Average	3-Of Some Importance	$\bar{x}$ -Average

ROLE STATEMENTS:

6. *Teacher advisors will operate with other teacher consultants and professional counsellors as part of an educational team.*

		5	4	3	2	1	$\bar{x}$
T.A. Perception	F	15	14	7	0	0	4.2
	I	23	12	1	0	0	4.6

  

		5	4	3	2	1	$\bar{x}$
Counsellor Perception	F	2	2				4.5
	I	3	1				4.7

Comments by T.A. and Counsellor:

- certain cases occur where it is necessary to receive aid
- most contact is with other teacher consultants
- individuals are common links between teachers
- pressures from all subject areas
- coordinated effort of all members of the education team is of paramount importance
- research inclusion of T.A.'s
- subject area teacher, not as a teacher consultant
- as much as it is possible
- do not do it enough
- these "operations" are often too incidental or on "the fly"
- guidance team concept is generally operational. A few T.A.s don't appreciate individual P.C.s or P.D.s
- co-ordinated effort of all members of educational team necessary

## TEACHER-ADVISOR ROLE --

## TEACHER-ADVISOR (T.A.) AND COUNSELLOR PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Important	2-Slightly Important
4-Frequent	1-Never	4-Important	1-Not Important
3-Sometimes	$\bar{x}$ -Average	3-Of Some Importance	$\bar{x}$ -Average

ROLE STATEMENTS:

1. Teacher advisor will assist in the duties and responsibilities as designated under the job description for area teams.

		5	4	3	2	1	$\bar{x}$
T.A. Perception	F	25	7	1	0	0	4.7
	I	29	5	0	0	0	4.9

  

		5	4	3	2	1	$\bar{x}$
Counsellor Perception	F	2	1	1			4.2
	I	3	1				4.7

Comments by T.A. and Counsellor:

- is it a priority over (No. 1) T.A.
- not too much of a team
- team meetings once in two weeks with support staff; team meetings once in two weeks with Dr. Lowrey is necessary
- students are referred to one math. team
- conflicts arise between dual role -- T.A. and subject teacher
- practical arts (i.e., H. Ec., I.A. and Business) a fractured area -- difficult to find similarities
- should be subject to regular review and change
- helping students will always improve the T.A.'s work somewhere in the school
- depends on personalities in area groups -- differences exist
- at least once in 2 weeks -- often more



## TEACHER-ADVISOR ROLE --

## TEACHER-ADVISOR (T.A.) AND COUNSELLOR PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Important	2-Slightly Important
4-Frequent	1-Never	4-Important	1-Not Important
3-Sometimes	$\bar{x}$ -Average	3-Of Some Importance	$\bar{x}$ -Average

ROLE STATEMENTS:

8. *Teacher advisors will take attendance for all of their counsellees every morning when school begins.*

		5	4	3	2	1	$\bar{x}$
T.A. Perception	F	32	2	1	0	0	4.9
	I	20	7	7	1	0	4.3

  

		5	4	3	2	1	$\bar{x}$
Counsellor Perception	F	3		1			4.5
	I	3		1			4.5

Comments by T.A. and Counsellor:

- yes, except when students are away on projects, etc.
- important from the point of view of affording an opportunity to speak with student, but of little importance if you equate attendance with leaving
- much data results
- not for all students
- good contact time
- does not assist in the teaching of responsibility
- aides sometimes help
- criterion applied is work accomplished, not time in the building



## TEACHER-ADVISOR ROLE --

## TEACHER-ADVISOR (T.A.) AND COUNSELLOR PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Important	2-Slightly Important
4-Frequent	1-Never	4-Important	1-Not Important
3-Sometimes	$\bar{x}$ -Average	3-Of Some Importance	$\bar{x}$ -Average

ROLE STATEMENTS:

9. Teacher advisors will read the bulletin and all messages from various departments to all counselees at morning check in.

		5	4	3	2	1	$\bar{x}$
T.A. Perception	F	32	2	0	0	0	4.9
	I	24	4	5	1	0	4.5
		5	4	3	2	1	$\bar{x}$
Counsellor Perception	F	3	1				4.7
	I	3	1				4.7

Comments by T.A. and Counsellor:

- delinquency notes (books not coming back)
- not that important
- most students do not listen to the announcements
- in a school this size, efficient dissemination of information is very necessary



## TEACHER-ADVISOR ROLE —

## TEACHER-ADVISOR (T.A.) AND COUNSELLOR PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Important	2-Slightly Important
4-Frequent	1-Never	4-Important	1-Not Important
3-Sometimes	$\bar{x}$ -Average	3-Of Some Importance	$\bar{x}$ -Average

ROLE STATEMENTS:

10. Teacher advisors will remind all counselees in morning check in of interviews, L.G.s and S.G.s.

		5	4	3	2	1	$\bar{x}$
T.A. Perception	F	24	8	3	0	0	4.6
	I	21	9	3	2	0	4.4

  

		5	4	3	2	1	$\bar{x}$
Counsellor Perception	F	3		1			4.5
	I	2	1	1			4.2

Comments by T.A. and Counsellor:

- don't always do
- impossible to cover all areas because of individualized program
- L.G.s and S.G.s are scheduled in students' timetables therefore students responsibility to attend. Reminder of unscheduled interviews is of great importance
- only in terms of interview with me
- students know anyway. Schedules on bulletin boards

## TEACHER-ADVISOR ROLE —

## TEACHER-ADVISOR (T.A.) AND COUNSELLOR PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Important	2-Slightly Important
4-Frequent	1-Never	4-Important	1-Not Important
3-Sometimes	$\bar{x}$ -Average	3-Of Some Importance	$\bar{x}$ -Average

ROLE STATEMENTS:

11. *Teacher advisors will meet with each counsellor at least 4 hours per month.*

		5	4	3	2	1	$\bar{x}$
T.A. Perception	F	8	8	6	2	2	3.7
	I	16	6	4	1	0	4.4
		5	4	3	2	1	$\bar{x}$
Counsellor Perception	F	1	1		1		3.7
	I	2			1		4.0

Comments by T.A. and Counsellor:

- depending upon time availability of teacher and need of the individual student. Some may need more time and others less
- once or twice a month is sufficient. Time does not allow for more structured hours
- all counsellors 2 hours per month. Students having difficulties in adjusting or progressing are met more often
- impossible to meet each counsellor 4 hours per month
- do meet according to each student's need; total of all contacts, including group
- as a group and/or on an individual basis
- contact means both formal and informal meetings
- once in two weeks, sometimes more
- not on a 1:1 -- some students don't meet the contact -- some more



## TEACHER-ADVISOR ROLE —

## TEACHER-ADVISOR (T.A.) AND COUNSELLOR PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Important	2-Slightly Important
4-Frequent	1-Never	4-Important	1-Not Important
3-Sometimes	$\bar{x}$ -Average	3-Of Some Importance	$\bar{x}$ -Average

ROLE STATEMENTS:

12. Teacher advisor will check and evaluate progress in each subject area for each counsellor at least 2 times a month.

		5	4	3	2	1	$\bar{x}$
T.A. Perception	F	15	10	1	1	1	4.3
	I	25	8	0	0	0	4.7

  

		5	4	3	2	1	$\bar{x}$
Counsellor Perception	F	2					5.0
	I	3					5.0

Comments by T.A. and Counsellor:

- personal report of student
- computer print-out - MOSES
- xeroxed progress sheets
- once per month, only students who require this
- T.A. going around from area to area finding out first hand
- fill in sheet -- examination and questions
- at least once a month for all students is a must. For some more than twice is essential. This is done via evaluation sheets from each subject area
- private interview with advisee
- this is done every week - I check with each counsellor
- partially interview in office - check-ins, check-outs
- using "goal sheet" which makes the student determine short range goals as well as long term goals
- progress sheets plus the students reports (goals and hours) plus discussion with student
- discussion with counsellor
- a rotating process
- progress at a glance
- check when student finishes unit
- T.A.s really clued in on this
- discussion with counsellor and progress report

## TEACHER-ADVISOR ROLE --

## TEACHER-ADVISOR (T.A.) AND COUNSELLOR PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Important	2-Slightly Important
4-Frequent	1-Never	4-Important	1-Not Important
3-Sometimes	$\bar{x}$ -Average	3-Of Some Importance	$\bar{x}$ -Average

ROLE STATEMENTS:

13. Teacher advisors will phone parents of counsellees whenever the need arises in terms of:

(a) absences in L.G., S.G. and school

		5	4	3	2	1	$\bar{x}$
T.A. Perception	F	12	14	6	1	1	4.0
	I	16	16	2	0	1	4.3
		5	4	3	2	1	$\bar{x}$
Counsellor Perception	F	2	1				4.7
	I	3	1				4.7

Comments by T.A. and Counsellor:

- S.G. attendance usually reported from subject areas
- L.G. attendance not taken
- importance varies with each student
- school absences are of importance and most parents contact you in regards to absences
- only school attendance
- done daily
- no time
- never done
- should discuss matter with student first
- L.G. attendance is optional
- school only
- some small groups obligatory
- small groups more important
- definitely -- excellent communication in most cases with home
- discuss with student first



## TEACHER-ADVISOR ROLE —

## TEACHER-ADVISOR (T.A.) AND COUNSELLOR PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Important	2-Slightly Important
4-Frequent	1-Never	4-Important	1-Not Important
3-Sometimes	$\bar{x}$ -Average	3-Of Some Importance	$\bar{x}$ -Average

ROLE STATEMENTS:

13. Teacher advisors will phone parents of counsellees whenever the need arises in terms of:

(b) not following schedules

		5	4	3	2	1	$\bar{x}$
T.A. Perception	F	1	2	4	12	11	2.0
	I	4	4	7	8	6	2.7

  

		5	4	3	2	1	$\bar{x}$
Counsellor Perception	F	1	1	1	1		3.5
	I	1	1	2			3.7

Comments by T.A. and Counsellor:

- not in every case
- most students don't follow their schedules
- subject wise but not time wise
- no time
- not written schedule
- depends on the student's progress
- only valid schedule is the students daily schedule
- total units covered are more relevant
- excellent communication in most cases with home

## TEACHER-ADVISOR ROLE —

## TEACHER-ADVISOR (T.A.) AND COUNSELLOR PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Important	2-Slightly Important
4-Frequent	1-Never	4-Important	1-Not Important
3-Sometimes	$\bar{x}$ -Average	3-Of Some Importance	$\bar{x}$ -Average

ROLE STATEMENTS:

13. Teacher advisors will phone parents of counselees whenever the need arises in terms of:

(c) lack of progress in certain areas

		5	4	3	2	1	$\bar{x}$
T.A. Perception	F	8	14	7	1	1	4.0
	I	13	15	2	1	1	4.2
		5	4	3	2	1	$\bar{x}$
Counsellor Perception	F	3	1				4.7
	I	4					5.0

Comments by T.A. and Counsellor:

- more for instructional purposes
- depending on the student's reasons for lack of progress
- no time
- usually parent is in agreement with student
- judgement on individual cases
- some parents give up -- often ego involved -- apply normative standards, e.g., 3 years to graduate. O.K. if patient and understanding
- excellent communication in most cases with home



## TEACHER-ADVISOR ROLE --

## TEACHER-ADVISOR (T.A.) AND COUNSELLOR PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Important	2-Slightly Important
4-Frequent	1-Never	4-Important	1-Not Important
3-Sometimes	$\bar{x}$ -Average	3-Of Some Importance	$\bar{x}$ -Average

ROLE STATEMENTS:

13. Teacher advisors will phone parents of counsellees whenever the need arises in terms of:

(d) good progress

		5	4	3	2	1	$\bar{x}$
T.A. Perception	F	2	7	11	8	3	3.0
	I	6	12	10	1	1	3.7

  

		5	4	3	2	1	$\bar{x}$
Counsellor Perception	F		2	2			3.5
	I	2	2				4.5

Comments by T.A. and Counsellor:

- usually write a letter commending student or phone
- reinforcing comments are made on report cards and during parent-teacher interviews
- parent notified once a month
- parents of good students are always interested -- poor students often lack attention of parents
- report card is sufficient
- report cards
- often informal

## TEACHER-ADVISOR ROLE --

## TEACHER-ADVISOR (T.A.) AND COUNSELLOR PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Important	2-Slightly Important
4-Frequent	1-Never	4-Important	1-Not Important
3-Sometimes	$\bar{x}$ -Average	3-Of Some Importance	$\bar{x}$ -Average

ROLE STATEMENTS:

13. Teacher advisors will phone parents of counsellees whenever the need arises in terms of:

(e) parent's meetings

		5	4	3	2	1	$\bar{x}$
T.A. Perception	F	4	8	11	6	2	3.2
	I	13	13	3	2	1	4.1
		5	4	3	2	1	$\bar{x}$
Counsellor Perception	F	1	2	1			4.0
	I	2	2				4.5

Comments by T.A. and Counsellor:

- when necessary, usually notified by phone or letter
- secretaries can do this chore
- one general meeting of first year students or letter would be sent
- phone parents for individual meetings
- these are scheduled
- two or three times a year
- individual meetings more frequent
- T.A.s fairly active and clued in



## TEACHER-ADVISOR ROLE —

## TEACHER-ADVISOR (T.A.) AND COUNSELLOR PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Important	2-Slightly Important
4-Frequent	1-Never	4-Important	1-Not Important
3-Sometimes	$\bar{x}$ -Average	3-Of Some Importance	$\bar{x}$ -Average

ROLE STATEMENTS:

14. Teacher advisors will send home progress reports at least every 2 months for each counsellee.

		5	4	3	2	1	$\bar{x}$
T.A. Perception	F	23	8	0	0	0	4.7
	I	28	6	0	0	0	4.8

  

		5	4	3	2	1	$\bar{x}$
Counsellor Perception	F	3		1			4.5
	I	2		2			4.0

Comments by T.A. and Counsellor:

- 2 or 3 months
- 1 per month for some
- try to send reports every month
- impossible to keep parent informed
- problem interpreting achievement
- for new students these reports should be more frequent
- varies with student
- for some more frequent
- probably not for every advisee -- oftener for some in difficulty (14 or so a year)



## TEACHER-ADVISOR ROLE ---

## TEACHER-ADVISOR (T.A.) AND COUNSELLOR PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Important	2-Slightly Important
4-Frequent	1-Never	4-Important	1-Not Important
3-Sometimes	$\bar{x}$ -Average	3-Of Some Importance	$\bar{x}$ -Average

ROLE STATEMENTS:

15. Teacher advisors will keep counsellor files up to date in terms of progress and comments on such.

		5	4	3	2	1	$\bar{x}$
T.A. Perception	F	23	8	2	1	0	4.5
	I	27	7	0	1	0	4.7
		5	4	3	2	1	$\bar{x}$
Counsellor Perception	F	3	1				4.7
	I	3	1				4.7

Comments by T.A. and Counsellor:

- copy goes into file as basis for next report
- comments seldom recorded
- much of this work is done by G.A.
- comments are made on plan sheet
- MOSES
- clerical aides assist here



## TEACHER-ADVISOR ROLE --

## TEACHER-ADVISOR (T.A.) AND COUNSELLOR PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Important	2-Slightly Important
4-Frequent	1-Never	4-Important	1-Not Important
3-Sometimes	$\bar{x}$ -Average	3-Of Some Importance	$\bar{x}$ -Average

ROLE STATEMENTS:

16. *Teacher advisors will aid each counsellee in obtaining specific help from specific subject areas, by setting up appointments with respective subject teachers.*

		5	4	3	2	1	$\bar{x}$
T.A. Perception	F	13	12	9	0	0	4.1
	I	23	10	1	0	0	4.6
		5	4	3	2	1	$\bar{x}$
Counsellor Perception	F	3		1			4.5
	I	3	1				4.7

Comments by T.A. and Counsellor:

- very important when need arises
- usually those with more severe problems
- often this is the only way some students will overcome their fears of subject areas or even teachers
- send student to particular area for help
- subject teachers have availability timetables
- often counsellor does it himself. Good activity to learn initiative and self-discipline
- room for improvements -- personal traits vary. Some call on P.C. or P.D. to communicate to other T.A.s

## TEACHER-ADVISOR ROLE --

## TEACHER-ADVISOR (T.A.) AND COUNSELLOR PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Important	2-Slightly Important
4-Frequent	1-Never	4-Important	1-Not Important
3-Sometimes	$\bar{x}$ -Average	3-Of Some Importance	$\bar{x}$ -Average

ROLE STATEMENTS:

17. *Teacher advisors will encourage students to pursue as many areas of activity within and out of the school as possible (pep club - tours, jobs, etc.).*

		5	4	3	2	1	$\bar{x}$
T.A. Perception	F	11	10	11	2	0	3.9
	I	13	12	6	1	1	4.1
		5	4	3	2	1	$\bar{x}$
Counsellor Perception	F	1	1	1			4.0
	I	2	1	1			4.2

Comments by T.A. and Counsellor:

- depends on students
- credits have been arranged for out of school activities
- only as many activities as are realistically possible
- depends on work load and progress
- part of a total education is sociability
- importance would depend on the activity; if it has a maturing value, yes
- market place of interaction
- as many as realistically possible



## TEACHER ADVISOR'S ROLE -- STUDENT PERCEPTIONS

NOTE: The Teacher Advisor's role statements were taken from an orientation handbook provided for student use. Noted below is the role statement under discussion, a summary of student responses, and comments regarding pupil perceptions.

Frequency (F)

5-Very Frequent    2-Rarely  
4-Frequent        1-Never  
3-Sometimes        $\bar{x}$ -Average

Importance (I)

5-Very Useful    2-Little Use  
4-Useful         1-Useless  
3-Of Some Use     $\bar{x}$ -Average

ROLE STATEMENTS:

1. Have you talked to your teacher advisor concerning your courses or progress in them? (F)  
Were such deliberations of some value to you? (I)

Level I		5	4	3	2	1	$\bar{x}$	n = 23
Pupils' Ratings	%F		63.6	31.8	4.5		3.6	
	%I	4.5	54.5	40.9			3.6	
Level II-III		5	4	3	2	1	$\bar{x}$	n = 48
Pupils' Ratings	%F	20.8	50.0	16.7	12.5		3.8	
	%I	17.1	46.8	29.8	4.2	2.1	3.7	

Comments:

- I haven't had much time to sit down and really think of all the questions I would put forward to my teacher advisor
- My teacher advisor offers little advice to me. I guess he feels I know where I'm going. I would appreciate advice. I am deliberating changing teacher advisors
- Definitely and it keeps you wanting to work
- I more or less know where I'm going, what I'm doing, and so all I'm doing is informing my T.A. of what's happening
- I would like to meet more with my T.A. concerning both my courses and my progress

Interpretation:

- Students indicated that this activity occurred much more often than "sometimes" and approaching "frequent". They also indicated that the activity was between "of some use" and "useful". It is apparent that satisfactory progress has been made in this area.



## TEACHER ADVISOR'S ROLE -- STUDENT PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Useful	2-Little Use
4-Frequent	1-Never	4-Useful	1-Useless
3-Sometimes	$\bar{x}$ -Average	3-Of Some Use	$\bar{x}$ -Average

ROLE STATEMENTS:

2. Have you talked to your teacher advisor concerning the use of your time? (F)  
 Did you find such discussions of some benefit to you? (I)

Level I		5	4	3	2	1	$\bar{x}$	n = 23
Pupils' Ratings	%F		33.3	47.6	14.3	4.8	3.1	
	%I		25.0	60.0	15.0		3.1	
Level II-III		5	4	3	2	1	$\bar{x}$	n = 48
Pupils' Ratings	%F	10.4	27.1	41.7	20.8		3.3	
	%I	10.4	35.4	35.4	14.6	4.2	3.3	

Comments:

- I try to have an open mind and when a suggestion is a good one I follow it up
- He tells me to do what I think is best
- Consideration of my own ideas was a priority of my T.A.
- If I have to make certain arrangements about finishing something or if I have to miss school for a while and need to work out a way of keeping up with my work, the T.A. always has good suggestions of how to do it
- I find that with every different student different amounts of time are required with some courses. I find timetables are useless

Interpretation:

- These activities were rated as occurring "sometimes" or "more frequently" and were deemed to be of some use by pupils



## TEACHER ADVISOR'S ROLE -- STUDENT PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Useful	2-Little Use
4-Frequent	1-Never	4-Useful	1-Useless
3-Sometimes	$\bar{x}$ -Average	3-Of Some Use	$\bar{x}$ -Average

ROLE STATEMENTS:

3. Have you talked to your student advisor concerning study techniques or strategies? (F)  
 Were such deliberations of some value to you? (I)

Level I		5	4	3	2	1	$\bar{x}$	n = 23
Pupils' Ratings	%F	4.5	9.1	31.8	36.4	18.2	2.5	
	%I	5.5	22.0	33.3	33.3	5.6	2.9	
Level II-III		5	4	3	2	1	$\bar{x}$	n = 48
Pupils' Ratings	%F	4.2	18.7	33.3	27.1	16.7	2.7	
	%I	9.5	23.8	38.1	23.8	4.8	3.1	

Comments:

- Haven't had time to do such. Also my T.A. never approached this kind of topic
- It's difficult to improve your personal study habits no matter how good the advice is
- The fact that he was there if, or when you needed him, was good enough

Interpretation:

- This activity was indicated as occurring a little less frequently than "sometimes". They were considered to be of some use by the pupil groups.



## TEACHER ADVISOR'S ROLE -- STUDENT PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Useful	2-Little Use
4-Frequent	1-Never	4-Useful	1-Useless
3-Sometimes	$\bar{x}$ -Average	3-Of Some Use	$\bar{x}$ -Average

ROLE STATEMENTS:

4. Have you talked to your teacher advisor concerning your educational and vocational plans? (F)  
Did you find such discussions of some benefit to you? (I)

Level I		5	4	3	2	1	$\bar{x}$	n = 23
Pupils'	%F	4.5	13.6	50.0	13.6	18.1	2.7	
Ratings	%I		33.3	55.6	5.6	5.6	3.2	
Level II-III		5	4	3	2	1	$\bar{x}$	n = 48
Pupils'	%F	12.5	29.2	35.4	18.7	4.2	2.7	
Ratings	%I	15.6	37.8	24.4	11.1	11.1	2.9	

Comments:

- My T.A. has given me the stimulation for looking at different careers
- Like I always say, 'there's nothing like being wishy-washy to get you nowhere, you have to make up your mind first

Interpretation:

- This role statement refers more directly to the counselling and guidance expectations for teacher advisors. Pupils rated the frequency of this activity as below "sometimes". The usefulness was rated as between "of little use" and "of some use" by the Level II-III pupil group. The Level I pupils (who have not yet had much contact with the teacher advisors) considered the usefulness of the activity as better. They rated the activity higher than "of some use".



# TEACHER ADVISOR'S ROLE -- STUDENT PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Useful	2-Little Use
4-Frequent	1-Never	4-Useful	1-Useless
3-Sometimes	$\bar{x}$ -Average	3-Of Some Use	$\bar{x}$ -Average

## ROLE STATEMENTS:

5. Have you discussed your life in and out of school with your teacher advisor? (F)  
 Were such discussions of some value to you? (I)

Level I		5	4	3	2	1	$\bar{x}$	n = 23
Pupils' Ratings	%F		9.5	28.6	28.6	33.3	2.1	
	%I		6.7	46.6	26.7	19.9	2.4	
Level II-III		5	4	3	2	1	$\bar{x}$	n = 48
Pupils' Ratings	%F	4.2	6.2	33.3	29.2	27.1	2.3	
	%I	5.5	22.2	30.5	33.3	8.3	2.8	

## Comments:

- Well, it helps when you're on an understanding about your personal life with your T.A.
- He's a very good T.A., I never feel uncomfortable with him, he's a good friend
- I don't discuss my personal life like an open book

## Interpretation:

- This activity was viewed by both pupil groups as having occurred rarely to sometimes. The usefulness of the discussions were rated between "of little use" and "of some use".
- The students rate the importance of the activity higher than its frequency. It appears that discussions on personal matters do not predominate when teacher advisors and pupils communicate. This is to be expected since times for this type of meeting are short, and unless the pupil is experiencing personal problems, discussions of this nature may not be required.



## TEACHER ADVISOR'S ROLE -- STUDENT PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Useful	2-Little Use
4-Frequent	1-Never	4-Useful	1-Useless
3-Sometimes	$\bar{x}$ -Average	3-Of Some Use	$\bar{x}$ -Average

ROLE STATEMENTS:

6. Have you discussed attendance at school with your teacher advisor? (F)  
 Were such discussions of some value to you? (I)

Level I		5	4	3	2	1	$\bar{x}$	n = 23
Pupils' Ratings	%F	4.5	18.2	22.7	18.2	36.4	1.8	
	%I		43.7	31.2	12.5	12.5	3.1	
Level II-III		5	4	3	2	1	$\bar{x}$	n = 48
Pupils' Ratings	%F	4.2	12.5	31.2	22.9	29.2	2.4	
	%I	5.7	20.0	34.3	31.4	8.6	2.8	

Comments:

- The need never arose to do so
- If I miss a week of school, he just grins and says half sarcastically "naughty girl". He doesn't ever get mad and I think that's bad
- I don't have an attendance problem so there is no way I should have to see him
- I have always been at check-in and check-out

Interpretation:

- This topic is discussed infrequently (slightly more than rarely) and are rated as being of some use to the pupil.



## TEACHER ADVISOR'S ROLE -- STUDENT PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Useful	2-Little Use
4-Frequent	1-Never	4-Useful	1-Useless
3-Sometimes	$\bar{x}$ -Average	3-Of Some Use	$\bar{x}$ -Average

ROLE STATEMENTS:

7. Have you experienced any problems related to discipline?  
 Yes = 25%; No = 69%; NR = 6%  
 If yes, have you discussed these with your teacher advisor? (F)  
 Were such discussions of some value to you? (I)

Level I		5	4	3	2	1	$\bar{x}$	
Pupils' Ratings	%F	16.6	33.3	33.3	16.6		3.5	n = 23
	%I		28.6	57.1	14.3		3.1	
Percentages refer to "YES" respondents								
Level II-III		5	4	3	2	1	$\bar{x}$	
Pupils' Ratings	%F	31.2	12.5	37.5	12.5	6.2	3.5	n = 48
	%I	16.7		25.0	41.7	16.7	2.6	
Percentages refer to "YES" respondents								

Comments: (For most students "discipline" may refer to self-discipline.)

- I once had a little run in with a teacher but it was just as much my fault as his
- I tell him I have trouble settling down to work and he merely replies "It'll come"
- Self-discipline
- I feel that because my buses come at exactly 3:00 and around 3:02 I should be allowed to leave a few minutes earlier than stay and miss my bus

Interpretation:

- The frequency of occurrence of this activity for those who replied "Yes" to the above is high relative to the usefulness and importance attached by students. This is in contrast to most other job description statements.
- Students rate this as occurring midway between "sometimes" and "frequently". The usefulness, however, is considered to be below "of some use" and above "of little use".
- Apparently the matter of self discipline frequently enters the discussions between teacher-advisors and pupils but, since this is a difficult role and not easily achieved, the students do not rate the usefulness of the discussions as high as its frequency.



## TEACHER ADVISOR'S ROLE -- STUDENT PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Useful	2-Little Use
4-Frequent	1-Never	4-Useful	1-Useless
3-Sometimes	$\bar{x}$ -Average	3-Of Some Use	$\bar{x}$ -Average

ROLE STATEMENTS:

8. Have you experienced any problems with students in Bishop Carroll?  
 (a) Level II-III student responses: Yes = 8%; No = 85%; NR = 7%  
 If yes, have you discussed these with your teacher advisor? (F)  
 Were such discussions of some value to you? (I)

Level I		5	4	3	2	1	$\bar{x}$	n = 23
Pupils' Ratings	%F			66.7		33.3	2.3	
	%I			33.3		66.7	1.7	
Data from "YES" respondents								
Level II-III		5	4	3	2	1	$\bar{x}$	n = 48
Pupils' Ratings	%F			33.3	16.7	50.0	1.8	
	%I	33.3		66.7			3.7	
Data from "YES" respondents								

Comments:Interpretation:

- The data from the "YES" respondents at the Level II-III level indicates very low frequency of discussion on this matter with teacher advisors. However, the discussions that were held were considered to be useful.



## TEACHER ADVISOR'S ROLE -- STUDENT PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Useful	2-Little Use
4-Frequent	1-Never	4-Useful	1-Useless
3-Sometimes	$\bar{x}$ -Average	3-Of Some Use	$\bar{x}$ -Average

ROLE STATEMENTS:

8. Have you experienced any problems with teachers at Bishop Carroll?  
 (b) Level II-III student responses: Yes = 52%; No = 42%; NR = 6%  
 If yes, have you discussed these with your teacher advisor? (F)  
 Were such discussions of some value to you? (I)

Level I		5	4	3	2	1	$\bar{x}$	n = 23
Pupils'	%F		33.3	11.1	22.2	33.3	2.4	
Ratings	%I			62.5	25.0	12.5	2.5	
Level II-III		5	4	3	2	1	$\bar{x}$	n = 48
Pupils'	%F	14.8	25.9	29.6	14.8	14.8	3.4	
Ratings	%I	9.5	23.8	33.3	23.8	9.5	2.5	

Comments:

- Teachers are often very hard to find to discuss courses
- Mainly problems about the shortage of teachers, which he can't really do much about, but makes suggestions
- Yes, but it was like talking to a brick wall
- Teacher Aides in Social
- I have; there isn't a problem anymore

Interpretation:

- Regarding the 52% "Yes" respondents from Level II-III, the frequency is midway between "sometimes" and "frequent". That is, the occurrence was relatively common. The usefulness of the discussion was midway between "of some use" and "of little use". The figure concerning frequency seems high however no external standards are known for comparison purposes. Half the senior group of students report having experienced problems with teachers and these were discussed with their teacher-advisors more often than sometimes.

## TEACHER ADVISOR'S ROLE -- STUDENT PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Useful	2-Little Use
4-Frequent	1-Never	4-Useful	1-Useless
3-Sometimes	$\bar{x}$ -Average	3-Of Some Use	$\bar{x}$ -Average

ROLE STATEMENTS:

9. Have you discussed employment with your teacher advisor? (F)  
 Were such discussions of some value to you? (I)

Level I		5	4	3	2	1	$\bar{x}$	n = 23
Pupils' Ratings	%F		4.7	19.0	19.9	57.1	1.7	
	%I		9.0	54.5	18.2	18.2	2.5	
Level II-III		5	4	3	2	1	$\bar{x}$	n = 48
Pupils' Ratings	%F	8.5	6.4	31.9	17.0	36.2	2.3	
	%I	12.9	19.3	41.9	22.6	3.2	3.2	

Comments: (Students often included "summer" employment in their interpretations.)

- Am too undecided about my future
- At first he didn't want me to get a job, he thought it would be interfering with school, but wasn't so, he doesn't mind now

Interpretation:

- Since a definite responsibility has been assigned to teacher-advisors concerning guidance and counselling relative to employment the frequency, as perceived by Level II-III pupils, seems low. Students in second and third year at Bishop Carroll report discussions concerning employment as occurring midway between "sometimes" and "rarely". A discrepancy exists with their rating regarding the usefulness and importance of this discussion. Usefulness is rated as between "of some use" and "useful".



## TEACHER ADVISOR'S ROLE — STUDENT PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Useful	2-Little Use
4-Frequent	1-Never	4-Useful	1-Useless
3-Sometimes	$\bar{x}$ -Average	3-Of Some Use	$\bar{x}$ -Average

ROLE STATEMENTS:

10. Have you discussed working papers with your teacher advisor? (F)  
 Were such discussions of some value to you? (I)

Level I		5	4	3	2	1	$\bar{x}$	n = 23
Pupils' Ratings	%F		18.2	27.3	18.2	36.4	2.3	
	%I	7.7	38.5	30.7	23.1		3.3	
Level II-III		5	4	3	2	1	$\bar{x}$	n = 48
Pupils' Ratings	%F		12.7	27.6	19.1	40.4	2.1	
	%I	3.6	17.8	71.4	14.3	10.7	2.4	

Comments:

- When I complete an assignment and it comes back incomplete, I feel robbed if I knew that I believed it was good

Interpretation:

- This is shown to be an activity perceived by pupils to occur only slightly more than "rarely" and rated as slightly above "little use".



## TEACHER ADVISOR'S ROLE -- STUDENT PERCEPTIONS

<u>Frequency (F)</u>		<u>Importance (I)</u>	
5-Very Frequent	2-Rarely	5-Very Useful	2-Little Use
4-Frequent	1-Never	4-Useful	1-Useless
3-Sometimes	$\bar{x}$ -Average	3-Of Some Use	$\bar{x}$ -Average

ROLE STATEMENTS:

11. Have you discussed the possibility of withdrawing from school with your teacher advisor? (F)  
 Were such discussions of some value to you? (I)

Level I		5	4	3	2	1	$\bar{x}$	n = 23
Pupils' Ratings	%F	4.5		9.1	13.6	72.7	1.5	
	%I	14.3	28.6	14.3	14.3	28.6	2.9	
Level II-III		5	4	3	2	1	$\bar{x}$	n = 48
Pupils' Ratings	%F	4.2		12.8	14.9	68.1	1.6	
	%I	41.2	17.6	11.8	17.6	11.7	3.6	

Comments:

- This school is the best school I have ever been to. I would never withdraw from it
- I don't discuss it because I don't want to leave Bishop Carroll
- He told me if I don't continue my education, I didn't have much chance of getting anywhere, for example even garbage men need a Grade XII education!

Interpretation:

- This is reported by the Level II-III pupils as occurring "never" or "rarely". However, such discussions (as one would expect) were considered to be "of some use" to "useful".



## PUPIL PERSONNEL SERVICES -- STUDENT PERCEPTIONS

Levels II and III (N=48)

CODE:

- |   |  |
|---|--|
| 1. Yes, excellent, extensive -- the function is performed at a high level.<br><br>2. Satisfactory, moderate -- the function is performed reasonably well. | 3. Lacking, limited -- the function leaves something to be desired.<br><br>4. No, unsatisfactory or missing. |
|---|--|

STATEMENT:

1. Are counselling services available during regular school hours?	1	2	3	4	$\bar{x}$
%	34.0	59.0	4.6	2.3	1.8
	N = 44				
2. Are you free to see a guidance counsellor of your choice?	1	2	3	4	$\bar{x}$
%	64.3	28.4	4.8	2.4	1.5
	N = 42				
3. Is it easy to make arrangements to see a guidance counsellor?	1	2	3	4	$\bar{x}$
%	51.1	37.2	7.0	4.6	1.7
	N = 43				
4. Has a counsellor been available when you wanted to see him?	1	2	3	4	$\bar{x}$
%	40.0	37.2	14.2	8.6	1.9
	N = 35				
5. Have you ever visited a counsellor?	1	2	3	4	$\bar{x}$
%	42.1	13.3	2.5	42.1	2.5
	N = 38				
6. To what extent were you helped by the counsellor?	1	2	3	4	$\bar{x}$
%	20.7	48.3	3.4	27.6	2.4
	N = 41				
7. To what extent has the guidance program been interpreted and explained to you during the school year?	1	2	3	4	$\bar{x}$
%	4.9	36.6	21.8	36.6	2.9
	N = 41				



CODE:

1. Yes, excellent, extensive -- the function is performed at a high level.
2. Satisfactory, moderate -- the function is performed reasonably well.
3. Lacking, limited -- the function leaves something to be desired.
4. No, unsatisfactory or missing.

STATEMENT:

8. To what extent do you have access to the information you require about the various occupations you are interested in?  

	1	2	3	4	$\bar{x}$
%	24.4	60.0	13.4	2.2	1.9
	N = 45				
9. Is educational and occupational information up to date, well organized and readily available to you in your school?  

	1	2	3	4	$\bar{x}$
%	30.9	45.2	21.4	2.4	2.0
	N = 42				
10. To what extent were you helped in becoming familiar with the employment opportunities in the community and surrounding area?  

	1	2	3	4	$\bar{x}$
%	11.3	43.1	36.4	9.2	2.4
	N = 44				
11. In Grade 9 was the philosophy of Bishop Carroll explained to you and were you assisted in planning for your school courses and program?  

	1	2	3	4	$\bar{x}$
%	31.1	24.4	24.4	20.0	2.3
	N = 45				
12. In Grade 9 was the philosophy of Bishop Carroll explained to you? (Level I)  

Yes	23	No	0
	N = 23		
13. In Grade 9 were you helped in planning your Bishop Carroll High School courses and program? (Level I)  

	1	2	3	4	$\bar{x}$
%	52.2	30.4	4.3	13.0	1.8
	N = 23				
14. Do counsellors assist new students entering the school during the year to understand the school's program and procedures?  

	1	2	3	4	$\bar{x}$
%	35.7	42.8	19.1	2.4	1.9
	N = 42				



CODE:

1. Yes, excellent, extensive -- the function is performed at a high level.
2. Satisfactory, moderate -- the function is performed reasonably well.
3. Lacking, limited -- the function leaves something to be desired.
4. No, unsatisfactory or missing.

STATEMENT:

15. Have your parents ever talked with the school counsellor?

	1	2	3	4	x
%	23.3	9.3	11.6	55.7	3.0
N = 43					

16. To what extent has the school provided your parents with the opportunity to discuss your educational plans?

	1	2	3	4	x
%	13.9	39.5	18.6	27.9	2.6
N = 43					

17. Does your school have a guidance testing program?

	1	2	3	4	x
%	31.8	18.2	18.2	31.8	2.5
N = 22					

18. To what extent do you see the the guidance counsellor out of his office and involving himself in various ways in the school environment?

	1	2	3	4	x
%	27.3	34.1	20.1	18.3	2.3
N = 44					

19. If the need arose, would you go to see a counsellor?

(N = 44.)

- a) Never    b) Rarely    c) Sometimes    d) Frequently    e) Very frequently
- (7)                      (8)                      (6)                      (12)                      (11)

COMMENTS:

- I don't particularly like going to the guidance counsellors with any personal problems because they are complete strangers and I don't like to confide in them.
- There has been no need as of yet.
- I do not think they are very useful!



- I feel they are there to help and I'll go if I need some help or advice about something.
- I like to work out problems myself.
- Well, a guidance counsellor has a job to do. If I need him to fulfill his job and help me; you're damnrights I'll ask him. Thank you!
- I found this questionnaire to be somewhat useless as I rarely if ever have the need to see a counsellor.
- In all the time I have been at this school I've never had a discussion with a guidance counsellor, because I've never felt it necessary.
- If the need arose - but it wouldn't.
- It depends upon the situation.
- If you need to see one, you need to see one.
- Sometimes, it would depend on the problem.
- I have seen the school counsellors regarding university programs etc. They have been very willing to help, and have assisted me as much as they could. They have referred me to people already employed in the areas I am interested in.
- I try to think I am able to solve most of my problems and thus show that I am worthy of the responsibilities and privileges I am given.



## STUDENTS' SUGGESTIONS FOR SCHOOL IMPROVEMENT

Question:

What improvements would you like to see incorporated in the school and how feasible is it to implement these changes?

Note: Most students felt their suggestions were feasible. The number appearing within the statement or at the end of the statement indicates the number of times the suggestion was made by students.

LEVEL I

- More time with teacher advisor. A greater stress on progress.
- Easier Mathematics.
- Better availability of text books (especially English).
- More books and materials. (3)
- More school activities like dances, etc. (2)
- Better food in the cafeteria (2) and not so expensive. The cafeteria is too crowded at times. Have each student follow their scheduled lunch time unless they can't.
- Stronger cafeteria rules. Less time in the cafeteria will mean more school work.
- A greater variety of optional courses. If we are not forced to take such subjects as "Art", then there would be time to take these courses.
- Regular marking grades for print-outs will help you know where you stand.
- Should be turned into a structured school. It would help most students finish in three or four years.
- Better instructional assistants.

LEVELS II and III

- I think that tests are becoming too frequent in this school and to me they are a pain. I think we do enough work in the units themselves, let alone study and write a test on them. I think we should go back to handing in units.
- I think, the only problem, with the school is that it starts at Grade X; if it would start at Grade XI the students would have seen what responsibility high school takes, and maybe not lose a year like a lot of Level I's do.
- Student relations.
- I feel there needs to be a just improvement in this school in the area of teacher-student ratio. I have waited in line to see a mathematics teacher for 45-60 minutes - I also feel that when school board trustees (or what ever) come to visit the school they tend to not see some of the true problems that the school has. In mathematics, I have seen more people switch into Mathematics 15 or 13, because they either cannot get the help they need or else they have put it off too long, and it would be much easier to take a simpler course. But I have also seen teachers talk people into taking a simpler course because it would mean less work for them. I'm not saying this to be malicious, but the teacher's time is valuable, they are overwhelmed with students so I can see how they would prefer working with the students, whose learning comes easier, rather than spending an hour with a student who really has problems. Yet I feel because I have been in this position, that if a student has the ambition to work yet finds it very difficult to teach himself, there should be some arrangement made for these students. My complaint is mathematics. The school system otherwise for me is excellent. I'm an "A" student yet I can't teach myself Mathematics. I don't know what the solution is, but I feel that something should be done for future students at B.C.H.S. I also feel that some of the 5th year returns should be interviewed. I am sure there are more at Bishop Carroll than any other city high school. - Very feasible, because of the fact that these problems do exist, and there is a great majority of students who don't realize what their loss will be. The solution may be having less students attend B.C.H.S., have more books, and more teachers. If there were less students the noise level would decrease and you could find a seat in our Resource Centre.
- Less red-tape, less paper work. (MOSES, course enrolment, etc.)
- Have only the average and up students, standing in junior high.
- More incentive for the student to keep on working.



- It is my belief that this school is of individuality. Then I would like to see the change where you don't have to get a minimum of 5 credits in each area. This is fine for academic subjects, but for areas like Religion, P.A., F.A., etc. These areas should be left up to the students' choice. If this is not achieved, graduation ceremonies cannot be attended.
- More time could be with students and Teacher Advisors.
- More materials made available, e.g. filmstrips.
- I think there should be a better book system in some of the areas because often you have to wait hours or days especially in the Science areas. Also, the discipline in resource centres should be improved. I think people who don't work in this school should not be here. I feel they shouldn't be given the privilege to go to this school. - It would be feasible because the student needs more books in order to do work and also those who are working need the quiet areas and also the room so you can go to any resource centre and be able to sit down not just the ones that you can find a seating place or a chair somewhere.
- More teachers or teacher-time available (5) especially in Mathematics and Science.
- I would like to see courses stay the same over the years so that when we return we don't become confused over what to do. Also, we are receiving too many tests in which we have to do to finish a course.
- I would like to see better preentry explanation to Grade IX students and more standardization of courses, for example, instead of having Physical Education on the point system and Mathematics on the unit-pak system, and Religion on the unit-seminar system, have just one or two systems. - It should be very feasible to operate with a more simplified system.
- Tests and units corrected faster. (4)
- Have Mathematics classes.
- More I.A.'s to help the great amount of students in this school. (3)
- An improved television studio. - As it is now, the T.V. Studio seems to be used by a select few. They resist any outward influences. New ideas help all sorts of people.
- Have all of the areas enforce a state of quietness! (6) - Have the I.A.'s or teacher eject noisy groups of people from the resource centre. Set aside more of the school as quiet areas. I go home or to Mount Royal.



- I feel some T.A. suit different students, you just have to use trial and error. We should be able to change T.A. more readily. I think laws should be far stricter concerning students who are not working. - If non-working students were "kicked-out" the school would have a far better working atmosphere for those who want to work. The school is far too lenient to lax students.
- It doesn't sound very fair but there should be entrance requirements for the sake of the students so they don't end up taking a risk for the worse by coming to this school.
- Automotives. (2)
- More teacher accessibility, more motivations, - Science, lots better organized, seminars better planned, scheduled aid presented, more supervision, more lectures. Personal direct teacher to student educator present only a narrow treatment of subject, un-supplemented by teacher discussion which is very valuable and coming in other schools. This school basically discourages high achievement, as it provides no challenges, has too low standards for course work. It thwarts superlative accompanied by ridiculous unit-paks and in doing so is resulting in one major characteristic - Mediocrity. These changes could be feasible with more teacher responsibility and perhaps more faculty employed.
- More seminars offered. (2)
- I would like to see more intensive type seminars in the Science departments.
- Greater number of optional seminars.
- Increased availability of resource books and texts. (4)
- Book check out implemented better.
- Fewer people viewing as like guinea pigs. (3)
- Better food and lower prices in the cafeteria.
- Only working students - warnings could be issued - if no result, they could be sent to other schools.
- The T.A. should take more responsibility (or effort) to make his students keep at least a minimum work standard. - Depends entirely on the personality of the T.A. and how the student reacts to increased discipline.

- Professional counsellor in this school is largely unnecessary, perhaps due to the fact that there is little or no direct personal contact. The teacher advisor seems to have assumed major portions of the role usually delegated to counsellors. Generally appealing to the counsellors for vocational help or applications for scholarships is not encouraged. A change would be to humanize the counselling department and bring it out of the background to regularly consult our students. - Probably put as last resort.
- More help given to those who are just starting at the School. (Level I, II, III). More time for the counsellors to help those new students. (2)
- Less students enrolled. (9)
- Better procedures and arrangements in Health, Fitness and Recreation, e.g. the use of the gymnasium, equipment, etc.
- More availability of guidance counsellor.
- Better facilities in most areas - sports, etc. (2)
- Easier, faster access to teachers when help is needed (sometimes next day), e.g. Modern Languages (German) one teacher, 400 pupils, English is bad (they have many seminars). Sometimes can't find a good place to work, e.g. (noise in resource centre). Quiet places are scarce. Seminar rooms are now used for seminars. - Probably need more staff.
- I feel the school needs many improvements, especially the teacher-student ratio, some of the teachers are working up to their full capacity, the school is too full and consequently there is too much noise to work effectively in resource centres. - I feel it is very feasible, in fact I think it would be a crime to the next students coming to Bishop Carroll, to overlook them.
- I would like to see an Occupation Week or a course where you can find out from the rarest to the best known occupations available to us when we graduate or continue our education. - This is merely a program to be implemented, it is not a drastic change, if enough people wanted it, I know we would get it.
- Group classes, being able to meet people through T.A., Guidance Counsellor, etc.
- I would like to see the community come into our school and our school go into the community. The community doesn't have the foggiest notion of what goes on in this school and I think they should. I also feel that students should go out more into the communities while learning so that when they do leave school they



are prepared even more for life in society. My suggestions are two way streets that require cooperation by both parties involved. These ideas are already being implemented but I would like to see them reach even greater levels of success.

- There are not enough books, and no seats. The teachers are swamped with students. Therefore, if there were less students I feel that the students would have a better chance of obtaining the individual attention needed to work effectively under this system. I feel this system is poor for those of us going on to University, because of the fact that we don't know how to write notes, sit through lectures, or write exams on an extensive amount of materials. This school isn't preparing us for the world, because the world isn't as free as this school system. It would be very difficult to go out into the working world and have to keep hours from 8-5 when we are used to being able to work if we feel like it, or leave when the mood strikes us. The school also has many advantages which I'm sure you've heard so I won't mention those, but these are some of the faults that I have found in the school during my past three years. I hope they will be beneficial to upcoming students.
- I believe that students of Bishop Carroll are not living up to their responsibilities -- too much of the time is being wasted. They are not being pushed enough and for immature students, this is a must. In my opinion a more traditional setting would be of much more help to a lot more students.



## STRENGTHS AND SUGGESTED IMPROVEMENTS IN THE SCHOOL PROGRAM

BY TEACHER-ADVISORS AND COUNSELLORS

Note: The number appearing within the statement or at the end of the statement indicates the number of times the suggestion was made.

Strengths

- Every student has at least one teacher who knows everything the student is involved in and who is interested specifically in each individual student. (6)
- Involvement and interrelationships of students and total staff. (5)
- Relaxed atmosphere.
- Emphasis on responsibility of students. (8)
- Possibilities for varied learning experiences. (2)
- Very positive. (2)
- T.C. role is the centre of the school -- humanizes education and brings better understanding. (5)
- Program allows the students to move fast or slow in their courses as their ability and motivation directs them. (11)
- More student-teacher and student-student contacts. (5)
- Student made to feel like an individual. (4)
- Very few discipline problems. (2)
- Having same advisor for an extended period.
- Opportunity to work in 9 areas - each of which is regarded as being equally important. (2)
- Progress is based upon what you do not how often you are there.
- Individualized instruction. (3)
- Flexibility of schedules and programs. (4)



- Distribution of educational material. (2)
- Assisting in personal cases. (6)
- Assisting when student is a laggard.
- Good feedback from counsellors.
- More contact by Teacher-Advisors with Professional Counsellors.
- Professional Counsellors have more time for problem students.
- Handling difficult vocational situations and advisement. (2)
- Professional Counsellors not looked upon as a "head shrinker".
- Assist as best they can. (3)
- Closer communication but no time.
- Counsellors can concentrate on the role that they were trained for.
- Students can be brought in contact with counsellor without other students being aware of it -- no labeling.

#### Suggested Improvements

- More Professional Counsellor involvement.
- Better communication between Teacher-Advisor and Professional Counsellor. (4)
- Follow-up after crisis.
- Redefinition of role of Professional Counsellor. (4)
- Greater involvement with community services.
- Students sometimes don't want to see the counsellors; in this case, the counsellor should try to get to the student on an informal basis so that counselling can be done.
- More need for professional staff -- more money from government.
- More involvement on the part of the Professional Counsellor in promoting information, workshops, etc. for the Teacher-Advisors with regard to interpersonal skills. (2)
- Role should be realistic.



- Counsellor should have more contact with all students -- meetings with Teacher-Advisor groups about once a month.
- More books and materials.
- More staff. (6)
- Refinement of courses.
- More media -- less print.
- Greater personalization of programs.
- Not enough time. (6)
- Objectives of each department should be made clear to the other departments. (3)
- Definition of role of Teacher Advisor and subject teachers. (3)
- Tighter control on low achievers. (2)
- Higher pay for support staff. (3)
- Facilities - Health, Fitness and Recreation, Ancillary room, gymnasium -- definite asset
- More active role on the part of administration re practical aspects of this school
- More follow-up on subjects by Teacher-Advisors
- Curriculum co-ordinator needed to:
  - (a) Advise work on unit-paks (professional critic)
  - (b) Curriculum development and implementation (3)
  - (c) Curriculum uniformity
  - (d) Literary suggestions.
- Schedules should be adhered to more strictly.
- More structure (order) re conflict of student interests.



APPENDIX D - SCHOOL-COMMUNITY RELATIONS



TABLE IESTIMATED TIME FOR HIGH SCHOOL PROGRAM COMPLETION

<u>Years to Complete the High School Program</u>	<u>Number of Students</u>	<u>Percentage of Students</u>
2½ or less	51	7.7
3	322	48.7
3½	129	19.5
4	139	21.0
4½	11	1.6
5	5	0.8
over 5	<u>4</u>	0.6
	TOTAL	661

43.5

Twenty Teacher-Advisors from the Bishop Carroll High School indicated the number of years it would take their students (advisees) to complete the high school program. The above estimates are based on the best judgements of the Teacher-Advisors.



TABLE IIJUNIOR HIGH SCHOOLSBISHOP CARROLL PROJECTED ENROLLMENT - September 1974A. Feeders

	Total	Bishop Carroll	Elsewhere
Assumption	45	5	40
St. Gregory	110	52	58
St. James	88	65	23
St. Michael	80	39	41
	<u>323</u>	<u>161 (49.9%)</u>	<u>162 (50.1%)</u>

B. Non Feeders

	<u>71</u>
Total projected enrollment	<u>232</u>
From Feeders	161 (69.4%)
Non Feeders	<u>71 (30.6%)</u>
	<u>232 (100%)</u>

This table provides a breakdown of projected Grade X enrollment at Bishop Carroll High School.



## QUESTIONS ASKED OF REFERENCE GROUPS

Following is a list of questions asked of 6 reference groups (administrators, counsellors, graduates, parents, students and teachers). Answers were recorded on a 5-point scale where 5 indicates strong agreement, 3 means neutral and 1 means strongly disagree.

1. Do the parents know and understand the philosophy of the school?
2. Are the assistants (Instructional-Assistants, General-Aides and Clerical-Aides) a valuable communication link between the school and the community?
3. Do students tend to perform better academically at this school?
4. Is the unit-pak approach to learning desirable?
5. Do formal committees exist to communicate school interests and concerns to the parents?
6. Are better attitudes towards subject areas developed as a result of the type of program operated at their school?
7. Is school spirit excellent?
8. Are attempts being made to improve any identified weaknesses in this school and its operation?
9. Are parents kept well informed of the students progress?
10. Do special programs (extra-curricular and academic) contribute significantly to the student's education?
11. Are students better prepared for life after Grade XII as a result of their experiences at this school?
12. Are the parents well satisfied with this school?
13. Is the most important communication link between this school and the community the Teacher-Advisor?
14. Are students well satisfied with this school?



15. Are discussions, interviews, etc. with parents the most valuable communications link between the school and the community?
16. Does the student receive more personal attention at this school than most others?
17. Does it take more than 1 year's attendance by students before parents begin to understand the operations of the school?
18. Do formal committees exist to communicate parent and community interest and concerns to the school?
19. Is the school meeting the desires of the community?
20. Is the school meeting the needs of the students?
21. Are committees formed to facilitate communication between the school and the community desirable?
22. Is a method of communicating personal concerns readily available? Any comments?
23. Are parents used as resource people in school programs during the school year?
24. Are other community personnel used as resource people in the school program during the school year?
25. Additional comments:

### Interpretation

The average responses appear in the following table.



APPENDIX D.4

TABLE III

QUESTIONNAIRE MEANS

<u>QUESTION</u>	<u>ADMINISTRATION</u>	<u>COUNSELLORS</u>	<u>TEACHERS</u>	<u>PARENTS</u>	<u>STUDENTS</u>	<u>GRADUATES</u>
1	4.0	2.5	3.2	4.6	3.0	3.3
2	3.0	3.5	3.2	1.1	2.3	3.1
3	4.6	4.0	3.0	4.8	3.5	3.6
4	4.6	4.5	3.9	3.9	4.3	4.3
5	1.3	3.5	2.0	2.0	3.9	2.9
6	4.6	4.5	4.1	4.3	3.6	4.2
7	4.3	4.5	3.9	4.1	3.7	3.7
8	4.6	4.0	4.2	3.6	4.0	4.3
9	4.6	3.5	3.7	3.5	3.4	3.5
10	4.3	4.0	4.4	4.3	4.6	4.1
11	4.6	4.5	3.9	4.2	3.9	4.2
12	3.6	4.0	3.1	3.9	3.0	3.1
13	5.0	5.0	4.3	4.0	2.4	2.7
14	4.0	4.0	4.2	4.3	4.0	4.0
15	5.0	5.0	4.3	3.6	2.7	3.8
16	5.0	4.5	4.6	3.9	3.0	3.7
17	3.3	3.5	3.8	3.5	2.8	3.6
18	1.3	3.5	2.1	1.8	2.6	2.7
19	4.0	4.0	3.2	4.0	2.6	4.0
20	4.6	4.5	4.1	4.0	3.7	4.3
21	3.6	4.5	3.8	3.6	3.1	4.0
22	4.6	5.0	3.6	3.3	3.1	3.9
23	2.6	1.0	2.5	3.6	2.4	2.9
24	4.3	4.0	3.7	4.1	2.6	3.5
25	(Comment question)					

5 - Strongly Agree

4 - Agree

3 - Neutral

2 - Disagree

1 - Strongly Disagree



APPENDIX D.5

TABLE IV

CORRELATIONS

	<u>Administrators</u>	<u>Counsellors</u>	<u>Teachers</u>	<u>Parents</u>	<u>Students</u>	<u>Graduates</u>
Administrators	1.000	0.569	0.846	0.702	0.399	0.608
Counsellors	0.569	1.000	0.606	0.177	0.293	0.470
Teachers	0.486	0.606	1.000	0.522	0.464	0.647
Parents	0.702	0.177	0.522	1.000	0.466	0.489
Students	0.399	0.293	0.464	0.466	1.000	0.732
Graduates	0.608	0.470	0.647	0.489	0.732	1.000



APPENDIX E - ENGLISH LANGUAGE ARTS



IMPRESSIONS OF THE ENGLISH LANGUAGE ARTS PROGRAM  
AT BISHOP CARROLL HIGH SCHOOL

The responses on this questionnaire are the opinion of: (please check one)

Student _____	Teacher- Advisor _____	Instructional- Assistant _____
Clerical- Aide _____	General- Aide _____	Department of Education Evaluator _____

Please respond to all of the items on this questionnaire in reference to the English Language Arts Team and the courses offered in English.

In the first 10 items, circle one numerical rating at the right.

	High					Low	N/R
	5	4	3	2	1	0	
1. To what extent does the Teacher-Advisor seek or receive help from the professional counsellors on behalf of students?	2	3	5	10	5	0	3
2. How would you rate the quality of help students receive from Teacher-Advisors in the English Language Arts areas?	7	8	9	5	0	0	1
3. How would you rate the quality of help students receive from Instructional-Assistants in the English Language Arts areas?	6	14	7	3	0	0	0
4. To what extent are the following involved in development of courses (programs) in English Language Arts?							
a. Teacher-Advisors	23	3	2	2	0	0	0
b. Instructional-Assistants	1	2	7	5	5	7	2
c. General and Clerical-Aides	1	2	1	3	10	12	1



	High					Low		N/R
	5	4	3	2	1	0		
d. Students	2	3	3	1	6	11	4	
e. Alberta Department of Education Curriculum Guides and Handbooks	2	5	11	4	2	0	6	
5. To what extent are higher levels of thinking required in student assignments; i.e., evaluating, analyzing, synthesizing, applying -- as opposed to simple recall and knowledge of specifics?	4	15	6	3	1	1	0	
6. How well are students learning how to learn?	9	9	11	0	0	1	0	
7. To what extent are students util- izing a wide variety of learning resources in the community as well as in the school as part of their English courses?	4	5	7	9	4	0	1	
8. Are the English Language Arts courses structured in such a way that they meet the specialized needs of individual students:								
a. by clarifying student learning objectives?	9	3	9	5	3	0	1	
b. by specifying content to be learned?	6	15	6	0	1	1	1	
c. by suggesting appropriate student learning strategies?	6	10	7	4	3	0	0	
d. by diagnosing individual student learning needs?	0	7	9	6	6	2	0	
e. by prescribing individual learning activities?	6	7	7	3	6	1	0	
f. by providing enrichment types of learning ex- periences?	5	6	8	7	4	0	0	
g. by providing remedial learning activities?	3	9	7	9	2	0	2	



	High				Low		N/R
	5	4	3	2	1	0	
h. by means of the techniques used to evaluate?	4	5	9	2	7	0	3
9. To what extent are students employing the following learning strategies in the course of their day-to-day work in English?							
a. listening for a variety of purposes	1	5	11	5	5	0	3
b. oral reading in a real audience situation	0	1	3	7	7	11	1
c. talking informally	8	14	3	3	0	1	1
d. hands-on experiences using various media (e.g., electronic and artistic) for both receptive and expressive purposes directly related to the English courses	0	7	11	7	1	3	1
e. synthesizing thinking							
-- through discussion	5	13	5	6	0	0	1
-- through writing	9	12	8	0	0	0	1
f. dramatic types of activities such as role-playing, dramatic improvisations, panel discussions, debates, demonstrations and presentations before an audience, formal dramatic productions	1	6	7	7	7	1	1
10. To what extent is each of the following evaluating techniques used to diagnose student strengths and weaknesses and/or to assess student achievement for credit?							
a. paper-pencil objective tests	10	6	10	1	2	0	1
b. written responses in a required format to answer specific questions or to knowledge and understanding of assigned topics	10	11	5	3	0	0	1



	High					Low	N/R
	5	4	3	2	1	0	
c. written responses on open-ended assignments that require student interpretation and supported opinions	8	11	4	3	2	1	1
d. oral reports on assigned topics	0	5	7	6	6	5	1
e. judgements and ratings based upon observations of student performance by Teacher-Advisors	2	3	10	10	2	1	2
f. judgements and ratings based upon observations of student performance by fellow students	1	3	3	6	6	8	3
g. formal debates	0	0	3	6	11	8	2
h. panel discussions	0	2	2	6	9	9	2
i. group problem-solving discussions	3	9	8	2	4	2	2
j. structured dialogue	4	5	6	4	4	5	2
k. interviews	2	3	7	7	6	3	2
l. student productions utilizing electronic or artistic media	2	5	10	4	7	0	2

11. What is the function of the Language Arts Team leader?

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12. How are the individual talents of Teacher-Advisors and Instructional-Assistants utilized to the best advantage?

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13. How would you describe the relationship of Teacher-Advisors to the following school personnel: (One-word descriptions will suffice.)
- a. fellow Teacher-Advisors? \_\_\_\_\_
  - b. Instructional-Assistants? \_\_\_\_\_
  - c. Clerical and General-Aides? \_\_\_\_\_
  - d. the school administrators? \_\_\_\_\_
14. How would you describe the relationship of Instructional-Assistants to
- a. Clerical-Aides? \_\_\_\_\_
  - b. General-Aides? \_\_\_\_\_
  - c. the school administrators? \_\_\_\_\_
15. How would you describe the manner in which Teacher-Advisors usually relate to students? \_\_\_\_\_
16. How would you describe the manner in which Instructional-Assistants usually relate to students? \_\_\_\_\_
17. Estimate the average amount of student contact in hours per week that each of the following has:
- a. Teacher-Advisors \_\_\_\_\_
  - b. Instructional-Assistants \_\_\_\_\_
  - c. Clerical-Aides \_\_\_\_\_
  - d. General-Aides \_\_\_\_\_
18. How would you describe the effect that each of the following has on student learning:
- a. Teacher-Advisor? \_\_\_\_\_
  - b. Instructional-Assistant? \_\_\_\_\_
  - c. Other students? \_\_\_\_\_



QUESTION	TEACHER-ADVISOR	INSTRUCTIONAL-ASSISTANT	GENERAL-AIDE
11. What is the function of the Language Arts Team leader?	<ul style="list-style-type: none"> <li>- to coordinate the L.A. program (2 responses)</li> <li>- to speak on behalf of L.A. team (3 responses)</li> <li>- calls meetings</li> <li>- generally organizes the team (coordinates) (1)</li> <li>- a liaison between admin. and team; coordinates activities and divides work load</li> </ul>	<ul style="list-style-type: none"> <li>- no response (2)</li> <li>- coordinate the entire English program (1)</li> <li>- purchasing of supplies</li> <li>- defines role of staff members</li> <li>- supervises curriculum</li> <li>- supervises evaluation</li> <li>- sets mood for staff and students and physical surroundings</li> </ul>	- no response
12. How are the individual talents of Teacher-Advisors and Instructional-Assistants utilized to the best advantage?	<ul style="list-style-type: none"> <li>- devising curriculum</li> <li>- conducting seminars on their chosen strengths</li> <li>- teachers usually work in their area of concern and training</li> <li>- generally work in their area of qualification and interest</li> <li>- I believe this is much more so than the traditional classroom structure</li> </ul>	<ul style="list-style-type: none"> <li>- their past experience and training is related to the area in which they work</li> <li>- I feel the most important role is working in the centre or elsewhere with students on an individual basis</li> <li>- I feel an important area is being overlooked in this school. The Instructional-Assistants are expected to and do perform a very important function. The humanizing component is very important in this type of school and in</li> </ul>	- they are not



QUESTION	TEACHER-ADVISOR	INSTRUCTIONAL-ASSISTANT	GENERAL-AIDE
12. Cont'd		<p>modern society and this is a function these people provide without proper compensation or recognition</p> <ul style="list-style-type: none"> <li>- flexibility of time table; availability of I.A.'s; enrichment programs; informality in most situations</li> </ul>	
13. How would you describe the relationship of Teacher-Advisors to the following school personnel:			
a. fellow Teacher-Advisors?	<ul style="list-style-type: none"> <li>- cooperative</li> <li>- good</li> <li>- possibly one of the strongest faculties anywhere</li> <li>- demanding yet concerned</li> <li>- fine</li> </ul>	<ul style="list-style-type: none"> <li>- probably fine</li> <li>- clicky</li> <li>- good</li> <li>- they relate to each other as team members</li> <li>- equal</li> </ul>	- fine
b. Instructional-Assistants?	<ul style="list-style-type: none"> <li>- cooperative</li> <li>- good</li> <li>- pleasant</li> <li>- sometimes I notice a superior view (lunch)</li> </ul>	<ul style="list-style-type: none"> <li>- quite detached</li> <li>- slightly condescending in some cases</li> <li>- superior</li> </ul>	- needs improving



QUESTION	TEACHER-ADVISOR	INSTRUCTIONAL-ASSISTANT	GENERAL-AIDE
13. Cont'd		<ul style="list-style-type: none"> <li>- good</li> <li>- guide them in their duties</li> </ul>	
c. Clerical and General-Aides?	<ul style="list-style-type: none"> <li>- good</li> <li>- pleasant, good</li> </ul>	<ul style="list-style-type: none"> <li>- quite detached</li> <li>- superior</li> <li>- good</li> <li>- no response</li> </ul>	- room for improvement
d. the school administrators?	<ul style="list-style-type: none"> <li>- good</li> <li>- respect</li> </ul>	<ul style="list-style-type: none"> <li>- no way of knowing</li> <li>- conflicting, political concerning</li> <li>- equal</li> <li>- good</li> <li>- no response</li> </ul>	- equal
14. How would you describe the relationship of Instructional-Assistants to:			
a. Clerical-Aides?	<ul style="list-style-type: none"> <li>- satisfactory</li> <li>- good</li> <li>- congenial/good</li> </ul>	<ul style="list-style-type: none"> <li>- fellow workers</li> <li>- good (2)</li> <li>- equal</li> <li>- good working relationship</li> </ul>	- good
b. General-Aides?	<ul style="list-style-type: none"> <li>- satisfactory</li> <li>- good</li> <li>- congenial/good</li> </ul>	<ul style="list-style-type: none"> <li>- fellow workers</li> <li>- equal</li> <li>- good (2)</li> <li>- good working relationship</li> </ul>	- good



QUESTION	TEACHER-ADVISOR	INSTRUCTIONAL-ASSISTANT	GENERAL-AIDE
14. Cont'd			
c. the school administrators?	<ul style="list-style-type: none"> <li>- satisfactory</li> <li>- good</li> <li>- congenial</li> <li>- no response</li> </ul>	<ul style="list-style-type: none"> <li>- little or no contact</li> <li>- good (2)</li> <li>- remote</li> <li>- detached</li> </ul>	<ul style="list-style-type: none"> <li>- relationship is hopeless; administrators do not respond</li> </ul>
15. How would you describe the manner in which Teacher-Advisors usually relate to students?	<ul style="list-style-type: none"> <li>- usually helpful-friendly</li> <li>- very good</li> <li>- what I've seen - fine</li> </ul>	<ul style="list-style-type: none"> <li>- interested</li> <li>- not available enough</li> <li>- very well</li> <li>- as a mature adult, friend and counsellor</li> <li>- this is a function of personality (average)</li> </ul>	<ul style="list-style-type: none"> <li>- questionable</li> </ul>
16. How would you describe the manner in which Instructional-Assistants relate to students?	<ul style="list-style-type: none"> <li>- usually helpful-friendly</li> <li>- good</li> <li>- pleasant - professional</li> <li>- some have a less easy rapport</li> </ul>	<ul style="list-style-type: none"> <li>- quite involved</li> <li>- very well, many students find I.A.'s more approachable</li> <li>- very well</li> <li>- they play a friendly, encouraging role</li> <li>- also a function of personality but more approachable</li> </ul>	<ul style="list-style-type: none"> <li>- well accepted</li> </ul>
17. Estimate the average amount of student contact in <u>hours/week</u> that each of the following has:			



QUESTION	TEACHER-ADVISOR	INSTRUCTIONAL-ASSISTANT	GENERAL-AIDE
17. Cont'd			
a. Teacher-Advisors	- 2½ - 3 - 20 - 10 - 20	- no response (2) - 30 - 3 - 15	- no response
b. Instructional-Assistants	- 16 - 20 - 18 - 25	- no response - 55½ - 25 - 5	- 5½
c. Clerical-Aides	- 10 - 15	- no response (2) - 55½ - 25	- no response
d. General-Aides	- 16 - 10 - 25 - 14	- no response (2) - 10 - 55½	- no response
18. How would you describe the effect that each of the following has upon the student learning:			
a. Teacher-Advisor?	- positive influence - should have a fair influence	- more interpersonal than a traditional teacher-student situation	- satisfactory



QUESTION	TEACHER-ADVISOR	INSTRUCTIONAL-ASSISTANT	GENERAL-AIDE
18. Cont'd	<ul style="list-style-type: none"> <li>- utmost importance</li> <li>- dealing with behavior and attitude</li> <li>- facilitates learning</li> </ul>	<ul style="list-style-type: none"> <li>- some students find teachers unapproachable</li> <li>- high</li> <li>- to establish a meaningful relationship with the student in order to counsel and motivate him</li> <li>- advisory and punitive - not motivating readiness</li> </ul>	
b. Instructional-Assistants?	<ul style="list-style-type: none"> <li>- helpful in subject area</li> <li>- helpful</li> <li>- necessary</li> <li>- clarifies discussion; gives new view points</li> </ul>	<ul style="list-style-type: none"> <li>- very personal</li> <li>- most students get on well with I.A.'s med.</li> <li>- assist teacher and relate to student in a friendly positive way</li> <li>- encouraging, assisting, clarifying</li> </ul>	- satisfactory
c. Other students?	<ul style="list-style-type: none"> <li>- positive and negative depending on situation</li> <li>- a great deal to be encouraged</li> <li>- some sharing at tables and in seminars</li> </ul>	<ul style="list-style-type: none"> <li>- as deep as with other peer groups</li> <li>- fair -- good</li> <li>- low</li> <li>- other students often help and guide other students</li> <li>- distracting, usually, but occasionally helpful</li> </ul>	- help each other



## EXAMPLES OF OBJECTIVES

Following are examples of each of the types of objectives quoted from the unit-paks made available to the Evaluation Team.

Type 1: Objectives Stated in Behavioral Terms

Learning Activities

- A. The student will read the novel and then score the multiple choice test found in the resource centre. A minimum of 80% is required. (1 unit)
- B. The student will carefully examine the five topics listed under Unit II. Be prepared to discuss these topics in a seminar during Week A. Make brief notes on each topic (outline) and list page numbers from the text which will substantiate your ideas. (1 unit)
- C. Carefully select one of the five topics listed under Unit III. Logically arrange a topical outline of the selected topic and carefully substantiate each point with references to the text as well as references to books and articles which can be found in the vertical file. Bring this outline to a seminar during Week B and be prepared to discuss, argue, challenge, refute, and agree with the proposals of others. (1 unit)

- from the unit-pak on the Canadian Novel, Level II. This example contains objectives of types 1, 4, 5 and 6.

- 
- a. The student will read the play Glass Menagerie.
  - b. The student will obtain the Glass Menagerie unit from an I.A., study it and answer the questions.

- from Drama unit-pak for Level II.

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Behavioral Objective:

The student will demonstrate an understanding of the novel The Great Gatsby by scoring a multiple choice test on its contents, by actively participating in a seminar dealing



with topics on the novel, by attending a second seminar and adequately supporting an outline of a topic using primary and secondary references, and finally, by submitting a formal essay of 800-1000 words on the topic developed and supported in the seminar.

- from the unit-pack on the Novel, Level III.

Type 2: Explicit Statements of Objectives for Teachers

- to prepare the student for the performance of ...  
(e.g., Drama - Levels I and II, Unit 2)
- to assist students who ...  
(e.g., Optional Unit - Spelling)
- to assist students in ...  
(e.g., Optional Unit - Spelling)
- to demonstrate that ...  
(e.g., Optional Unit - Listening)
- to introduce the student to ...  
(e.g., Shakespeare - Comic Muse - Level II)

Type 3: Explicit Statements of Objectives for Students

- to develop ... skills  
(e.g., Communications - Level II, Unit 2)
- to develop ... habits  
(e.g., Optional Unit - Spelling)
- to develop the ability to ...  
(e.g., Optional Unit - Listening)
- to improve the skills of identifying, determining, supporting, and drawing conclusions ...



- (e.g., Optional Unit - Listening)
- to sharpen the communication skills of ...
  - (e.g., Sensating and Articulating - Units 1, 2)
- to recognize the significance of ...
  - (e.g., World Literature - all levels)
- to speak ... (correctly, persuasively)
  - (e.g., Optional Unit - Spelling and Communications, Units 1, 2)
- to discover the difference between ...
  - (e.g., Optional Unit - Listening)
- to become familiar with ... techniques
  - (e.g., Film and Movie Viewing - Level I)
- to become a more informed and interesting person
  - (e.g., Sensating and Articulating - Level II)
- to be aware that ...
  - (e.g., Optional Unit - Listening)
- to be able to notice, evaluate and write about the major characteristics of ...
  - (e.g., Film and Movie Viewing - Level I)
- to be more competent in filling out a critic sheet
  - (e.g., Film and Movie Viewing - Level I)
- to pass the objective test on ... with 80% or better
  - (e.g., Canadian Novel - Level II, and Poetry - Level III)



Type 4: Learning Activities Implying Objectives for Students

- read ... (information)
  - (Most unit-paks contain this direction)
- make notes, take note of ...
  - (e.g., What is Drama? - Unit I)
- see ... (film, videotape, filmstrip, etc.)
  - (e.g., Shakespeare: Macbeth - Level III)
- listen to ... (a tape usually)
  - (e.g., Optional Unit - Listening)
- write ... (a multiple choice test, an essay, a journal entry, etc.)
  - (e.g., Journal - Levels I, II, III; Most unit-paks contain one of these directions)
- list ... (details, words, strengths, etc.)
  - (e.g., Sensating and Articulating - Level II, Unit 2)
- discuss ...
  - (e.g., Poetry - Level III)
- be prepared to answer the study questions ...
  - (e.g., Drama - All My Sons - Level III)

Type 5: Teacher Objectives Addressed to Students

- to help you ... consider the techniques used ...
  - ... see how and why ...
  - ... understand ...
  - (e.g., What is Drama? - Unit I)
- to help acquaint you with ...
  - (e.g., Poetry - Level II)



- to enable you to ... identify ...
  - ... become aware of ...
  - ... analyze the importance of ...
  - (e.g., Shakespeare: Macbeth - Level III)
- to provide you with practice in ...
  - (e.g., Journal - all levels)
- to gradually lead you to ...
  - (e.g., Sensating and Articulating - Units 1, 2)
- to make you aware of the meaning and use of ...
  - (e.g., Drama - Arms and the Man - Levels I, II)

Type 6: Combinations or Mixtures of Two or More of the Above Five Types

Objectives - Unit-Pak on Spelling

1. To assist those students with problems in spelling.
2. To assist those students who are good spellers but who have problems with tricky words.
3. To assist students in the proper pronunciation and enunciation of the words studied.
4. To develop good listening habits.
5. Students will accomplish the above with a minimum of 80% effectiveness.

Objectives - Unit-Pak on Listening

1. To demonstrate that improving listening skills improves reading skills.
2. To improve the skills of identifying main ideas, determining, supporting and drawing conclusions.
3. To assist the student to organize ideas heard and relate them in importance to one another.



4. To discover the difference between facts and opinions.
5. To assist the student to listen for sequence.
6. To demonstrate that viewing and listening require active and immediate self-improvement.

Objectives - Man in Literature Program

1. To appeal to the innate need to seek knowledge of his fellows.
2. To present the many facets of man, to show the very different influences at work upon him, and to study those basic traits that neither time nor geography can alter.
3. To accept the idea of internationality and what it can do.
4. To give a sense of comparison.
5. To emphasize literature's reality, its strengths and its power in shaping as well as reflecting human destiny.
6. To recognize the significance of the various genres used by various international authors and how that particular genre selected is effective in accomplishing the purpose of the author (genres include drama, poetry, short stories, etc.).



IMPLICATIONS OF THE FINDINGS ON STATEMENTS  
OF OBJECTIVES FOR LANGUAGE ARTS

The decision of the teachers of English not to strive for the development of batteries of precise behavioral objectives is not inconsistent with a humanistic philosophy of education. These teachers would appear to hold what LaConte calls a "humanistic-elective" concept of English.<sup>1</sup> This concept sees English as a subject that has to do with people and problems and the human quest for solutions to these problems. Teachers adhering to this view resist the writing of behavioral objectives, calling them "reductivist" objectives. They resist the kind of objectives which rigidly define and limit tasks measured against specific levels of performance, because they find this sort of inflexible pre-planning incompatible with a concept of education in which process is more important than product, questioning more important than answers -- which do not exist in any absolute form. They maintain that objectives of education exist in the learner and not in the teacher.

The Bishop Carroll Language Arts Team would appear to subscribe to the view that the recent behavioral objectives "breakthrough" could be more of a bane than a boon to education. The more one tries to polish a course of study based upon a hodgepodge of behavioral objectives, the more sterile the course becomes. It has been widely recognized that behavioral objective writing has not brought the panacea to education

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<sup>1</sup>Ronald T. LaConte, "Electives, Objectives and Distorted Perspectives", NASSP Bulletin. Vol. 58, No. 383 (September 1974). pp.104-109.



that some of its proponents had predicted. Even proponents of behavioral objective writing suggest that "Nothing can make a curriculum based on a fragmented collection of behavioral objectives operational (and supportive to human life) like a supportive, accepting climate."<sup>2</sup>

Most teachers do not willingly throw themselves into the task of composing objectives. Formulating objectives involves questions of value and selection of alternatives, and people are simply very reluctant to expose their more important values in explicit detail.<sup>3</sup> If they must write objectives, teachers often state them in such implicit terms that they are practically meaningless. On the other hand, teacher-written objectives can be so explicit that they are trivial. All too frequently, language fails us as we try to describe the characteristics we intend to develop in our students. The statements we write as objectives become bland and relatively meaningless, even to their author.<sup>4</sup>

Making verbal formulations of our educational intentions does not ensure that the implicit goals are congruent with the explicit. Nor does formulation of objectives ensure that the explicit goals will be realized.

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<sup>2</sup>Sydney J. Drumheller and Richard D. Brooks, "Beyond Behavioral Objectives: A Community Based Strategy for Evaluating a School System's Educational Program", Educational Technology, Vol. XIII, No. 8 (August 1973). pp.13-19.

<sup>3</sup>Roy A. Moxley, "The World's Worst Reading Objective", Educational Technology, Vol. 14, No. 8 (August 1974). pp.20-26.

<sup>4</sup>Benjamin S. Bloom, J. Thomas Hastings, George F. Madaus, Handbook on Formative and Summative Evaluation of Student Learning. New York: McGraw-Hill, 1971. pp. 9 and 15.



Furthermore, stated objectives do not comprise all the outcomes of instruction, since it is impossible in most subjects to anticipate the full range of results from any teaching or learning activity--or even from textbooks and other instructional support materials.<sup>5</sup>

Despite the fact that the objectives stated in the unit-paks are generally traditional, the English program at Bishop Carroll High School is not easy to evaluate by following traditional evaluative procedures. A superficial look at the materials and teaching-learning activities in the English areas would leave the evaluator with the impression that the unit-paks constitute the program. But if the English program is everything that the school has to offer in English, then it must be defined to include not only the unit-paks, together with the tests, textbooks and nonprint media that support them, but also the physical facilities and equipment as well as the human interactions that go on in the teaching and learning processes. While it is possible to evaluate the suitability of the facilities and equipment using fairly specific and concrete criteria, in English, it is next to impossible to determine with any degree of accuracy the direct effects that physical facilities and equipment have upon student learning and upon the total English program. In view of this school's stated commitment to individualize and humanize education, the human interaction component appears to be the most important. Numerous evalua-

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<sup>5</sup> Benjamin S. Bloom, J. Thomas Hastings, George F. Madaus, Handbook on Formative and Summative Evaluation of Student Learning. New York: McGraw-Hill, 1971. page 17.



tive devices for analyzing human interaction in school have been published,<sup>6</sup> but they are very demanding in terms of expertise and the time required to administer and interpret them. The fact remains that the human interaction component includes many elusive variables that cannot be evaluated precisely.

The one program component that lends itself to precise evaluation, and which is not too demanding in terms of time and expertise, is the written component -- the unit-paks and their support materials which are printed matter or media using pictorial messages along with recorded print or speech. Program components such as this can be easily assessed in an academic fashion, remote from the physical surroundings and the human interaction component. The evaluation team was keenly aware of the ease with which analysis of the program could become a remote activity, so an effort was made to analyze the unit-paks with continuous attention to the human interaction component.

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<sup>6</sup> Anita Simon and E. Gil Boyer, Mirrors for Behavior, An Anthology of Observation Instruments. Wyncote, Penn.: Communication Materials Center, 1974. (Distributed by Research for Better Schools, 1700 Market St., Philadelphia, Penn., 19103.)



L.G. #1 - 10:30 A.M.  
L.G. #2 - 12:00 Noon  
L.G. #3 - 1:00 P.M.

# APPENDIX E.4

## LARGE GROUP PRESENTATIONS

September 30, October 1 - 11  
Month

NOTE: CHANGE OF DAY  
English on Thursday  
and Modern Language  
on Tuesday.

W E E K A	<p>MON. <u>Sept. 30</u> SOCIAL SCIENCE</p> <p>TOPIC: "La belle Province"</p> <p>PRESENTATION BY: Students who participated in the Quebec Trip</p> <p>MEDIUM: Film, Slides Commentary</p>	<p>TUE. <u>Oct. 1</u> MODERN LANGUAGE</p> <p>TOPIC: Quebec - Student Exchange - Continuation from Monday</p> <p>PRESENTATION BY: Students who participated in the Quebec Trip</p> <p>MEDIUM:</p>	<p>WED. <u>Oct. 2</u> RELIGIOUS STUDIES</p> <p>TOPIC: Zen Buddhism - An account of life inside a Japanese Zen Buddhist Monastery</p> <p>PRESENTATION BY: Dean Blunderfield - student</p> <p>MEDIUM: Slide, Lecture Questions</p>	<p>THURS. <u>Oct. 3</u> ENGLISH</p> <p>TOPIC: North American Indian Expressions</p> <p>PRESENTATION BY: Patti Heaton Maria Weston World Literature students</p> <p>MEDIUM: Slide, Film, Tape</p>	<p>FRI. <u>Oct. 4</u> FINE ARTS</p> <p>TOPIC: Registration for all students in all F.A. subjects</p> <p>PRESENTATION BY: Fine Arts Team</p> <p>MEDIUM:</p>
	<p>MON. <u>Oct. 7</u> MATHEMATICS</p> <p>TOPIC: Capacity</p> <p>PRESENTATION BY: Mr. Miele Miss Marasco</p> <p>MEDIUM: Overhead and Lecture</p>	<p>TUE. <u>Oct. 8</u></p> <p>INDEPENDENT STUDY AND MEETINGS</p>	<p>WED. <u>Oct. 9</u> SCIENCES</p> <p>TOPIC: Motion: "Keep it Moving Sam"</p> <p>PRESENTATION BY: Mr. Hiebert</p> <p>MEDIUM: Demonstration Participation Explanations</p>	<p>THURS. <u>Oct. 10</u> PRACTICAL ARTS</p> <p>TOPIC: "Careers"</p> <p>PRESENTATION BY: Mrs. Bernier</p> <p>MEDIUM: Slide, Tape</p>	<p>FRI. <u>Oct. 11</u> HEALTH, FITNESS AND RECREATION</p> <p>TOPIC: Fitness</p> <p>PRESENTATION BY: Mr. Brassard and students</p> <p>MEDIUM: A.V. and Drama</p>



## ENGLISH TEACHERS' TIMETABLE

	MONDAY					TUESDAY					WEDNESDAY					THURSDAY					FRIDAY				
	F	T	M	R	P	F	T	M	R	P	F	T	M	R	P	F	T	M	R	P	F	T	M	R	P
9:00					R		R							R				R						R	
9:30	S		S		R		R				S			S	R			R					S		R
10:00	S		S		R		R				S			S	R			R					S		R
10:30	S	R	S								R	S	R		S		R						S		R
11:00	S	R	S								R	S	R		S		R		S			R		S	
11:30	S G	R									R	S G	R				R		S			R			
12:00				R					R					R			R					R			
12:30				R					R			S	S G	S G	S		R	S G	S G			R	S		S
1:00	CURRICULUM								R			S	R		S		R	S	S			S	R		S
1:30	AND ADMINISTRATION						R					S G	R		S G			S	S	R		S G	R		S G
2:00	MEETINGS						R					S	R		S			S	S	R		C S	R		S
2:30							R					S	R		S			S	S	R		C S	R		S

SG= SMALL GROUP R= RESOURCE CENTRE S= SEMINAR  
C= COMMUNICATIONS GROUPS, LEVEL I



DESCRIPTION OF SPECIFIC UNIT-PAKS SURVEYED  
BY THE EVALUATION TEAM

Unit-paks on the Short Story

No unit-paks for Level I could be located. In Level II six short stories, all Canadian, are studied by all students. For Level III all the stories in the collection A Good Man Is Hard to Find by Flannery O'Connor are to be read. Students are to attend two seminars on the short story and submit one major essay. The details of the major essay are to be outlined by each student at the second seminar and approval for the essay is obtained from the Teacher.

Drama unit-paks surveyed by the evaluation team:

<u>What Is Drama?</u>	- 2 units - Levels I and II - includes a 4-unit option: (a) See 2 plays (b) Attend 2 seminars (c) Write out 2 "Critic Sheets"
<u>Arms and the Man</u>	- 4 units - Levels I and II
<u>The Glass Menagerie</u>	- 2 units + options to be worked out with the teacher
<u>Shakespeare: Exposition</u>	- 1 unit - Level II - includes some reading of <u>Hamlet</u> , <u>Julius Caesar</u> , and <u>Othello</u>
<u>Shakespeare: The Comic Muse</u>	- 3 units - Level II ( <u>Taming of the Shrew</u> )
<u>Shakespeare: Macbeth</u>	- 4 units - Level III
<u>All My Sons</u>	- one unit - Level III
<u>Live Theatre Option:</u>	- See 4 plays; attend a seminar; discuss questions on the "Critic Sheet"



The following quotations from Drama unit-paks illustrate the general format and approach:

- from Shakespeare: Macbeth - Level III Drama:

1. Read the unit-pak through carefully.
2. Items headed "study suggestions" are just that -- suggestions of how you could obtain the information you require to do this unit successfully. This work need not be handed in unless requested by the teacher.
3. Items headed REQUIRED must be done.
4. Use a dictionary, encyclopedia, Glossary of Literary Terms, and The Oxford Companion to the Theatre to find the exact meaning of terms which you do not understand.
5. There may be a tape of the play available; check with the Instructional-Assistants.
6. All work handed in must be done in perfect format as outlined in the Communication program.
7. Work done in study suggestions ought to be kept carefully in the file on Drama since you may be able to use some of this information again.
8. Please return this unit to the Instructional-Assistant when completed.
9. Units I and II are compulsory. You may do either Unit III or IV.
10. You should quote sparingly from your references. DO NOT COPY LARGE CHUNKS OF CRITICISM OR EXPLANATION. (1) Read the writer's opinion (2) see if you agree with him (3) put it in your own words (4) use it to support your view point (5) ACKNOWLEDGE YOUR SOURCE.

The following quotation illustrates the way in which student choice is provided -- the teachers say that it is always possible for students to negotiate their assignments with teachers:



Directions for the unit-pak All My Sons - Level III Drama:

1. Read the play.
2. Attend one seminar and be prepared to hand in the answers to your study questions.
3. After attending the seminar, choose one of the major assignments which is to be completed at the required time. All essays must be done in correct essay format.
4. If you would rather do an alternate assignment, please discuss it with your instructor.

Unit-paks on the Novel

The novel in Bishop Carroll High School accounts for four of the thirty units of the English course at each level, or about 13% of the program. Students have a choice of one novel at the Grade 10 level, two novels at the Grade 11 level and one novel at the Grade 12 level. All students are required to do the same unit-paks.

The Novel in Grade 10 (Level I) - To Kill A Mockingbird was studied last year. For the current year plans are to produce a unit-pak on the novel The Pig Man by Paul Zindel. This novel is recommended in the Alberta Department of Education lists for Grade 9; it is rated at a "medium-difficult" reading level. A number of students from junior high school feeder schools are likely to have studied this novel as part of their Grade 9 literature course. It is not known whether any special arrangements have been made with feeder schools to get them to delete The Pig Man from the list of novels studied in junior high school. Since the unit-pak was not available at the time of the evaluation visits, it could not be determined what approaches would be taken in studying this novel.



The Novel in Grade 11 (Level II) - Canadian literature is studied in all four genre at this level. Two novels are studied by all students at Level II: The Apprenticeship of Duddy Kravitz and The Tin Flute.

The Novel in Grade 12 (Level III) - All students cover The Great Gatsby by F.S. Fitzgerald.

The unit-pak for each novel follows a standard format. There are usually some descriptive paragraphs or an essay giving a brief summary of the novel and giving information about the author. In the Grade 11 unit-paks there is a fairly detailed discussion of Canadian literature. Following this introductory exposition, there is a listing of the major activities for the unit-pak; each activity is equivalent to one unit of work. The activities are of the following types:

1. The student must read the novel and score a minimum of 80% on the Novels Test available in the Resource Centre.
2. Students are asked to read over 5 or 6 discussion questions, to prepare brief notes on these questions with reference to the text and to be prepared to discuss these questions at a seminar.
3. Students are asked to select an essay topic from four or five topics given and to prepare an outline for the essay to be presented for discussion and defence at the seminar.
4. Students are required to write a formal, 800-1000 word essay.

The test referred to in No. 1 above, in the case of the novel To Kill A Mockingbird, is a commercially prepared test from Ohio State University.

While each student is to participate in two seminars, their content would appear to be highly structured -- the first dealing with five or six given questions and the second focusing upon students' choices



and outlines of essay topics. There would not appear to be time for students to engage in open-ended discussions about various aspects of the novel that might be of personal concern or interest to them.

#### Unit-paks on Poetry

Only two unit-paks for Poetry could be obtained -- a 4-unit pak for Level II and a 3-unit pak for Level III.

The Level II unit-pak requires students to attend two seminars. At one seminar four specified Canadian poems, and Canadian poetry in general, are to be discussed. At the second seminar, direction and assistance are to be given regarding the major assignment. Students can choose to do one of six major activities dealing with Canadian poetry.

The Level III unit-pak requires that students attend two consecutive seminars, that they pass a test based on the commercial tape-film-strip package How to Read and Understand Poetry and on the article How Does A Poem Mean? found in the text Anthology of Verse, that they read and study four selected poems to discuss at the first seminar, and that they submit one major assignment.

#### Unit-paks on Communications

For Level I, a three-week crash course in mechanics of written expression is given to all students. An attempt is made to individualize this program by assigning students to one of three groups, each of which works on a different level of difficulty. Student placement in one of the groups is based upon teacher assessments of initial paragraphs written by all students. In addition to this three-week, compulsory seminar



type of communications course, there are available for all students a number of commercially prepared, structured programs in written composition (S.R.A.), reading (ORA), spelling and listening.

The Journal is an integral part of communications units at all Levels. The Journal is to be a heavy-duty scribbler or looseleaf which each student is to use for three years. In it, students are to record in writing anything of interest to them. They may illustrate entries with newspaper clippings, drawings or pictures. Journal entries do not have to be complete essays, paragraphs or poems. They may consist of phrases especially chosen because they capture perfectly a feeling or experience the student has had. Each year the student is to submit one essay developed from the work done in the Journal. Journals are to be submitted every 10 weeks to ensure that they are kept up to date. Information on the Journal given to the students is as follows:

Journals must be handed in on the date assigned.

Hand in your journals to the English area in the ENGLISH RESOURCE CENTRE as follows:

October 31,      December 14,      February 28,      April 30

Teacher Advisors:

A to Ca	- in the testing area
Ch to Ha	- in the testing area
He to Ma	- in the English Resource Area
Me to Ro	- downstairs, communications centre
Sa to Zu	- in the English Resource Area

Level II students only hand in essays



Essay 1: Personal Essay - December 21, 1973 (format in E.R.C.)

Essay 2: Personal Essay - April 5, 1974 (format in E.R.C.)

### Unit-paks for the World Literature Option

This course is offered to Level II and III students only. This year there were only two groups of 15 students each registered in the course. Apparently only the most capable and accomplished students can take the course. Students who take this course receive credit in either English 20 or 30, depending on whether they are in Level II or III. Level II students who take this course can then go on to take English 30 in their Level III work. Content is based on the Man in Literature textbook series published by Scott, Foresman & Co., 1970. This series is an anthology of the world's great literature from the American point of view, as this quotation from the introductory essay illustrates: "Without knowing Rome, few Americans would fully understand American politics or even our interstate highway system."

This course is organized into four parts:

Part I - The teacher presents four thematic clusters in seminars.

Students are to read the selections contained in each cluster and be prepared to discuss these questions in the seminars.

Part II - Students are to select five thematic clusters, read the selections, and do all the questions following the selections under the headings Interpretation and Comparison.



Part III - This section does not appear to adhere to the Man in Literature series. It offers students some choices between assignments on the novel or on Shakespeare.

Part IV - The optional or quest units are contained in this part.



RATIONALE FOR THE EVOLUTION OF SEMINARS  
IN ENGLISH LANGUAGE ARTS

I. Introduction

In the first year of operation, English Language Arts devised unit-paks as the accepted method of curriculum building. The abundance of small groups that each teacher monitored did not involve subject content. The only means whereby students could exchange ideas and check their own individual interpretations was with an I.A., a fellow student or a teacher. We all know the small percentage of students who did this in the first year.

Some vital element was seriously absent in our curriculum. English demands discussion, the exchange of ideas, and the give and take of insights. The opportunity to defend one's interpretation against the questioning minds of others was noticeably absent.

Something had to be done.

II. Development

The second year of operation saw the English Language Arts team hold occasional seminars. As the need and/or demand arose informal meetings were arranged which enabled this vital dialogue to occur. Certainly some instruction took place, however, the students were afforded the opportunity to exchange ideas and interpretations with one another and a teacher. Student demand and educational need prompted the English teachers to make further changes.

In the third year of operation, seminars were written into the courses. This was done with the awareness that this would take more



teacher time. However, in the collective professional opinions of the English Language Arts team, this was deemed to be in the best interests of the students and the school.

Students were asked to sign up in seminar books. Preparation and participation equalled units. Seminars were repeated every two weeks for the entire year. Numerous exceptions were, and still are, made for students who could not attend at specified times for a variety of reasons.

### III. The Present

Level II and III English students continue to sign up for seminars at specific times. Each seminar is repeated every two weeks. Again, because the English Language Arts team felt the need was there, oral communication, the persuasive speech, the interview technique and mass media were added to our courses. This involves two more seminars at each level.

Level I English students have always caused us concern. We are presently on our third completely revised curriculum for this level. This is the most important level. In the past these students have tended to be lost, confused and unproductive. An experiment was held with English 13 students whereby they met as a group once a week for five weeks and worked through a particular theme. These students appreciated this approach.

It was decided, after much discussion and thought, that a whole new curriculum would be designed on the theme of youth. Each of the five English teachers would work with three groups of students and over a period of ten weeks would cover the core part of the course. It was



felt that this would greatly assist the Level I students to adjust to school and, at the same time, guide them into a system whereby they could progress. Meeting with the particular groups would also afford the English teachers an opportunity to teach, when necessary, the very essential core part of the course. Students would have the opportunity to relate to a particular English teacher.

This is an experiment. Should this not be successful, the English Language Arts team is prepared to change. At present, we are seeking the Level I students' opinions.

#### IV. Communications

The particular approach to education offered at Bishop Carroll High School imposes a greater emphasis on the basic communication skills. Our students noticeably lacked these skills. An effort was made to rectify this need. Last year an English teacher's role was to assist all Level I and III students in this vital area. Some very positive results came from this experiment. However, some students did not receive this vital assistance until late in the school year. It was spread over too long a time.

Level I students need this assistance at the beginning of the year. This year all five English teachers offered a three week program to three hundred and eighty-five students. Students were placed in one of three groups and instruction was given commensurate with writing abilities. This brief exposure has at least made students aware of basic writing techniques and, at the same time, enabled the English teachers



to identify students with serious deficiencies and offer them an individualized program.

#### V. Conclusion

It is hoped that this paper has provided the rationale for seminars in English Language Arts. In order for English Language Arts to provide English courses of quality and educational value, seminars must be maintained. The subject demands this because of its intrinsic need for discussion and the exchange of ideas.

There are eleven hundred plus students and five English teachers. A schedule is necessary. Specific times are necessary. In no way are the compulsory seminars in conflict with the concept of the model. There is flexibility in that the seminars are repeated every two weeks all year long. Exceptions are made for students who cannot attend at the specified times for various reasons. Whole parts of courses are repeated at various times, for example, Communications I.

#### VI. Recommendations

It is agreed that there is considerable confusion caused by seminars. Various subject areas require seminars. There are a variety of approaches and requirements. Students are at times frustrated. However, this frustration is not caused by the seminars themselves, it is caused by a lack of coordination. At present each area offers seminars whenever it wishes. A master timetable must be kept and each area must receive permission to offer seminars and mini-courses at times when it will least offer conflict with other areas.

Someone must coordinate seminars.



## APPENDIX E.7

## TEACHER-ADVISOR -- JOB DISCRPTION

1. They will be personally responsible for 30 to 35 students in helping to plan and schedule time allotted for independent study in their various subject areas.
2. They will remain with the same group of students during their high school career.
3. They will help each student find his own talents and interests and help each student plan and evaluate his independent study schedule. Usually this will take the form of straight advisement on routine guidance matters. This is to be differentiated from personal counselling.
4. They will collect information about the student from the student himself, from teachers and from various other sources and store this information so that it is readily available for interpretation to students, parents and staff.
5. They will see parents and prospective employers; to prepare report cards, college recommendation forms and employment questionnaires for their students.
6. They will operate with other Teacher-Advisors and the professional counsellors as part of an educational team.
7. They will assist in the duties and responsibilities as designated under the job description for area teams.
8. They will take attendance for all of their counsellees every morning when school begins.
9. They will read the bulletin and all messages from various departments to all counsellees at morning check-in.
10. They will remind all counsellees at morning check-in of interviews, L.G.'s and S.G.'s.
11. They will meet with each counsellee at least 3 hours per month.
12. They will check and evaluate progress in each subject area for each counsellee at least 2 times a month.



13. They will phone the parents of counsellees whenever the need arises in terms of:
  - (a) absences in L.G., S.G. and school.
  - (b) not following schedules.
  - (c) lack of progress in certain areas.
  - (d) good progress.
  - (e) parents meetings.
14. They will send home progress reports at least every 2 months for each counsellee.
15. They will keep counsellee files up to date in terms of progress and comments on such.
16. They will aid each counsellee in obtaining specific help for specific subject areas, by setting up appointments with respective subject teachers.
17. They will encourage students to pursue as many areas of activity within and out of the school as possible (pep club - tours, jobs, etc.)

#### AREA TEAMS -- JOB DESCRIPTION

1. They shall be directly responsible to the Principal.
2. They shall be responsible for the supervision and coordination of instruction within their areas.
3. They shall supervise and coordinate the preparation and revision of courses of study and course units of instruction.
4. They shall organize and conduct area meetings.
5. They shall supervise instructional procedures in their areas.
6. Through local, provincial and national meetings and through wide reading, they shall make every effort to stay current in the knowledge of their profession.
7. They shall coordinate the selection and distribution of textbooks and other instructional materials for their areas.
8. They shall be responsible for the assignment of duties to Instructional-Assistants, Clerical-Aides and General-Aides.



9. Each member will present or coordinate one large group presentation on their subject every eight weeks.
10. Each member will, where necessary, provide the students with reference sheets for the large group presentations.
11. Each member will be responsible for small group sessions.
12. Each member will take attendance at every small group.
13. Each member will evaluate the progress of students in the small groups.
14. Each member will develop at least one unit-pak of curriculum materials for the existing courses in their subject.
15. Each member will spend one to two hours each week evaluating and revising curriculum materials.
16. Each member will evaluate student assignments (written or oral).
17. Each member will discuss and help individual students or groups of students in the area resource centre.
18. Each member will attend and participate in the biweekly team meetings.
19. Each member will attend and participate in the biweekly teacher meetings.
20. Each member will aid Instructional-Assistants in knowing all areas of curriculum.
21. Each member will send an up to date monthly report to Teacher-Advisors on the progress of their counsellees.
22. Each member will make sure necessary materials are available (written and audio-visual) in the Resource Centre for all areas of the curriculum.
23. They shall submit an annual report to the principal.

#### INSTRUCTIONAL-ASSISTANTS -- JOB DESCRIPTION

1. They will know how each course within the total area program is set up in terms of numbers of themes, unit-paks, and units as well as pre and post-tests.



2. They will know the general content, in terms of factual data, for each of the area's programs.
3. They will help students in obtaining, collecting and using various resources for their work (books, vertical files, tapes, films, film-strips, etc.)
4. They will inform students of their progress as indicated by the area teaching team and files and maintain an accurate record of such filing.
5. They will assume responsibility for the Area Resource Centre in the following areas:
  - (a) care, repair and maintenance of all materials (books, unit-paks, A-V equipment, vertical files)
  - (b) cleanliness and tidyness of the Resource Centre.
  - (c) attractiveness of the Resource Centre by maintaining and changing displays, etc.
  - (d) general discipline and maintenance of a good learning atmosphere.
    - (i) if a student or a group of students are not following their timetables, their names are to be forwarded to their T.A.'s and they are to leave the Resource Centre.
    - (ii) if a student or group of students is causing a disturbance they are to be excluded from the Resource Centre and their names forwarded immediately to their T.A.'s.
    - (iii) if the problem seems beyond the control of the I.A., the situation is to be brought to the immediate attention of the supervising teacher.
    - (iv) in most instances, wherever practical, only 4 students should be allowed to work at a large table.
6. They will mark multiple choice pre and post-test items for various curriculum areas.
7. They will refer students with questions requiring interpretation, analysis or synthesis to a member of the teaching team.
8. They will be in the resource centre at least 10 minutes before school begins and leave not less than 15 minutes after school has ended.
9. They will insure that there is at least one Instructional-Assistant in the resource centre at all times. (i.e. during lunch and coffee breaks.)



## GENERAL-AIDES -- JOB DESCRIPTION

1. They will help Instructional-Assistants in:
  - (a) handing out materials to students (books, vertical files, unit-paks and setting up tapes, filmstrips and films.)
  - (b) maintaining general cleanliness and tidyness of the Resource Centre.
  - (c) caring, repairing and maintaining materials within the Resource Centre (books, vertical files, tapes and filmstrips.)
  - (d) maintain an accurate record in each student file of progress (not evaluation).
  - (e) inform students of the information (progress record) in their files.
2. They will maintain all student files according to the Teacher-Advisor and level and work to be filed.
3. They will record student progress.

## CLERICAL-AIDES -- JOB DESCRIPTION

1. They will perform all clerical duties for the area team they are assigned to:
  - (a) typing
  - (b) mailing
  - (c) filing
  - (d) making phone appointments
  - (e) showing people to teacher offices



IMPRESSIONS GAINED FROM INTERVIEWS WITH  
INSTRUCTIONAL-ASSISTANTS

One Instructional-Assistant was observed and interviewed as she worked in the Communications Skills Centre. Her duties in the Centre involve keeping all the files up to date. Students come into the Centre at all times throughout the school day. Those who are having no difficulties go to their own files, find their progress sheets, and go to work using the reading machines or the audio tape recorders or some other materials in the Centre. The I.A. makes sure these files record the exercises students have completed each day and helps with pre and post-testing.

During a one-hour period one day this I.A.: assisted a student in finding a dictionary, obtained a tape recorder and a tape for another who had a specific assignment to do, previewed two essays at the request of two different students looking for mechanical errors and faults in format, found some information on debating for another student, and provided information on the correct format for essays to be submitted in connection with an English unit-pak. The students appeared very respectful of her and were business-like in their deportment in the Centre. There seemed to be a good deal of interaction between this I.A. and the students, particularly the Level I students. All of the students seemed to be working on projects and showed no hesitation in seeking information or assistance from the I.A.

Besides her duties in the Skills Centre this I.A. is assigned to work with one of the Teacher-Advisors, usually marking student assignments, for at least one-half day per week. She reported that all I.A.'s



met with the Teacher-Advisors in curriculum meetings on Monday afternoons as part of the English Area Team. In response to an inquiry from the evaluator about relationships with other staff working in the English Area, she said that the I.A.'s felt quite comfortable in their relations with the teachers. She reported very little contact with Clerical or General-Aides in the course of her work from day to day.

Another Instructional-Assistant was interviewed and observed at work in the English Resource Area. She keeps the complete files for the records in English for all students. She is available to students and teachers at all times during the school day. Her desk in the Resource Area serves as a distributing centre for information, student assignments to be directed to teachers or assistants for marking, student assignments to be returned after marking, and so on. All assignment marks are recorded at her desk before any further action is taken with a student's assignments. This I.A. gets to know all the students who come into the English Area by first name. She has excellent rapport with all the teachers and the I.A.'s, as well as with the students.

A third Instructional-Assistant was observed and interviewed while she was supervising testing and doing some marking of objective test responses in the testing area of the English Resource Centre. Some of the other duties she performs are: taking attendance, gathering review sheets, recording scores on tests, and work in the Communications Skills Centre. When not otherwise occupied, she does what she referred to as "policing", that is, keeping order in the Resource Centre by asking students to stop "visiting".



Some general impressions from observations and interviews with Teacher-Advisors and Instructional-Assistants are as follows:

1. Highly professional attitudes and relations exist between individual teachers on the Language Arts team.
2. Although the relationship between teachers and Instructional-Assistants is an amiable one, there is definitely a "status consciousness". There may be some minor resentments on the part of particularly well-qualified Instructional-Assistants whose talents and contributions may sometimes be ignored by the higher members of the "hierarchy". However, there were no indications of conflict or confrontations.
3. Since the hierarchial spread between teachers and Clerical or General-Aides is wider than that between the T.A. and I.A., there are no intense relationships in the course of day-to-day work. The superior-subordinate relationship seems to be in effect and there are no ill feelings about it.

Observations Made by Instructional-Assistants

1. They generally like working with students and feel that they have a very good rapport with them.
2. They do not enjoy the disciplinary aspect of the job. They note that the students have no lounge or place to relax or visit and suggest that this makes it necessary for students to try to visit in the resource area, which in turn disturbs the other students.
3. They suggest that more seminars or discussion groups with T.A.'s or I.A.'s would give students more opportunity to talk through and think through problems.
4. They note that assistants are expected to be knowledgeable about the curriculum in order to help students but they are given no training or preparation time. Since they feel that their rewards - both in money and prestige - are not adequate to make them feel like preparing at



home, they do not do much preparation.

5. Some feel that their worth and contribution to the system is not recognized and that there is a subtle hierarchy, which they seem to resent. As a result, morale is not always high and they do not feel like putting effort into their work.
6. Mr. Thompson says he is the coordinator of the assistants. He sets up schedules, keeps a supply of unit-paks, etc.
7. They note that good students can work at their own speed and get a great deal done. One problem cited is the fact that compulsory seminars are often overbooked and students have to wait for an opening in a seminar before they can carry on.
8. They suggest that the system prepares students for university life in that they have to assume responsibility for their own work schedule. On the other hand, the system does not prepare students because they do not, as a rule, have to meet deadlines and testing is open (can take the test again) so students do not learn to prepare or meet deadlines.
9. They claim that there are not enough books and that students have to "fight" to get textbooks. Some hoard books in lockers so that they have them when they want them, further reducing an already short supply.
10. One Instructional-Assistant states they try to discourage homework. Books cannot be checked out before 3:00 p.m. She suggests that teachers do not spend much time in the resource areas and when they do, they are usually busy with marking. Thus, the burden of working



with students in the resource areas falls on the Instructional-  
Assistants.

11. It is suggested that there is a lack of communication between teachers and assistants.
12. Assistants note (complain) that the unit-paks allow little opportunity for students to give their own opinions; they are expected to produce "correct" answers.



APPENDIX E.9

DETAILED COMPARISON/CONTRAST OF THE BISHOP CARROLL HIGH SCHOOL  
ENGLISH PROGRAM AND THAT RECOMMENDED BY  
THE ALBERTA DEPARTMENT OF EDUCATION

3. Premises and Principles Underlying the Program

Bishop Carroll High School

- a. This school must stress implementation of innovative practices that will enhance more and better means of learning.
- b. The operational rationale of this school makes provision for individual differences of both students and staff.
- c. Continuous learning patterns must be emphasized.
- d. Students must have time and resources to pursue individual aptitudes and interests.
- e. An attempt must be made to provide a higher degree of humanization of the high school program for students of the high school years.

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Handbook. 1972

Guidelines for teaching non-matriculation students  
- p.2:

- a. Students' self-confidence should be fostered.
- b. Students should be enabled to increase their sense of responsibility.
- c. Student discussion should be encouraged through both large and small group situations.
- d. Students should be taught to listen carefully and courteously to each other and to the teacher.
- e. Students should be urged to speak freely but audibly.
- f. Students should be given assistance in writing legibly and meaningfully.
- g. Students should be taught to correct written and oral weaknesses.



Premises and Principles Underlying Programs (continued)

Bishop Carroll High School

- f. A major importance is placed upon a continuous search for more effective and efficient means of evaluation in relation to all aspects of the program.
- g. The basic tenet underlying the entire program involves learning as an active process.
- h. There are minimum skills in communication and literature; these skills are important for the understanding of men and events; these skills can be taught.
- i. Students working in compulsory courses should have as much choice as is consistent with the responsibilities of educators to prepare students for adult life.
- j. Students should be involved as much as possible in the literary and artistic life of the community.
- k. Students should be involved in courses based on an understanding of life's stages, for example, age, illness, childhood.

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- h. Students, through reading and discussing good literature (both fiction and non-fiction) should be lead to a better understanding of themselves and others.
- i. Students should be given opportunities to read good books.

Concepts upon which "integrated skill-development activities" are to be based:

Objective 1:

- A. Meaningful communication usually demands unity, coherence, and emphasis of ideas regardless of the media used.
- B. Effective communication through film, drama, and other expressive arts depends upon both verbal and nonverbal forms of communication.
- C. Oral and written communication demands an awareness of the unique nature of personal response which results from both internal and external influences.

Objective 2:

- A. Meaningful communication demands an increasing development of the skills of relating, organizing and evaluating.



Premises and Principles Underlying Programs (continued)

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- B. The development of listening, viewing, speaking, reading and writing skills leads to an increasing insight into life situations, enabling the individual to judge better some of the values of mankind.
- C. Judgement arises after comparison and contrast.
- D. Comprehension can exist at both the literal and figurative level.
- E. The fuller appreciation of literature occurs when the relationships between content and technique are realized.
- F. The development of skills in listening, speaking, viewing, reading and writing increases the individual's sensitivity to life's situations.
- G. The ability to respond to a variety of situations with insight, imagination, and sensitivity enriches one's total life experience.
- H. Awareness of relevance and universality heighten and appeal of content.
- I. Imagination as well as intellect contributes to the fulfillment of man.



Premises and Principles Underlying Program (continued)

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Objective 3:

- A. Sampling a variety of expressed thought enables the individual to extend his experiences, thereby increasing his understanding of and response to the values of others.
- B. Such an increase in understanding and response assists the individual in determining and enriching his own values.
- C. The decisions which an individual makes reflect the values, conscious or unconscious, which he accepts.

Objective 4:

- A. The continuous growth and development of the English language has contributed to the rich and changing heritage of expressed ideas.
- B. Speech and writing often correspond to and are affected by the developing influence of drama, film, art, music, graphic arts, dance, radio, and television.
- C. Figurative language continues to extend meaning and explain relationships.
- D. The communication arts reflect the characteristics and conventions of a culture.



4. Content Coverage: Minimum Requirements and Optional Content

Bishop Carroll High School

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LEVEL I

ENGLISH 13

ENGLISH 10

Short Story - no unit-paks at this level could be located

Short Story - none specified, but to be included in studies of the recommended textbook.

Short Story - a minimum of 10 stories to be selected for independent reading and class study from a recommended textbook.

Novel - a unit-pak (4 units) on one prescribed novel, To Kill A Mockingbird, is required.

Novel - one or more from the 29 recommended titles for Grade 10.

Novel - one from the list of 29 recommended titles for Grade 10.

Drama - 4 units required; one pak of 4 units on the modern play, Arms and the Man, can be done; prerequisite is 2 units, What Is Drama?

Drama - one modern play from the 26 titles recommended for Grade 10.

Drama - one Shakespearean play from the list of 5 recommended for Grade 10.  
- full-length modern play optional - from a list of 14 titles recommended for Grade 10.

Poetry - no unit-paks could be located for this level.

Poetry - optional; poems may be chosen from any of 8 recommended sources.

Poetry - not explicit; two textbooks on poetry recommended.

Communications - a three-week course on paragraph writing is compulsory.  
- The Journal is compulsory.

Communications - integrated activities in listening, reading, speaking, viewing, and writing are to be developed from a recommended textbook on literature and language.

Communications - a general textbook on composition is recommended.



Content Coverage ... (continued)

Bishop Carroll High School

LEVEL I

Short Story - 3 units on 6 Canadian stories from a prescribed anthology.

Novel - 3 units required; two paks of 3 units each available on Apprenticeship of Duddy Kravitz and Tin Flute; both paks have one optional or quest unit in addition to the basic three.

Drama - 4 units required; paks available: a 4-unit pak on modern play, Glass Menagerie; a 1-unit pak on Shakespeare-Exposition; a 3-unit pak on Taming of the Shrew.

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ENGLISH 13

Non-fiction - optional; one book chosen from 14 titles recommended for Grade 10.

ENGLISH 23

Short Story - not explicit; 2 general reference textbooks on literature are recommended.

Novel - one from the list of 24 titles recommended for Grade 11.

Drama - one play from the list of 33 modern and 6 Shakespearean titles recommended for Grade 11.

ENGLISH 10

Non-fiction - one book from a list of 14 titles recommended for Grade 10.

ENGLISH 20

Short Story - minimum of 10 stories from a recommended textbook.

Novel - one from the list of 24 titles recommended for Grade 11.

Drama - one modern play from the list of 33 titles for Grade 11.  
- one Shakespearean play from the list of 6 recommended for Grade 11.



Content Coverage ... (continued)

Bishop Carroll High School

LEVEL II

Poetry - 3 units required; unit-pak on 4 prescribed Canadian poems.

Communications - The Journal is required.

Essay - student production emphasized, but not studied as a literary form or genre.

Non-fiction - not specified.

LEVEL III

Short Story - unit-pak calls for a study of all the stories in a prescribed anthology.

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ENGLISH 23

Poetry - not explicit; poetry textbook recommended.

Communications - nothing explicit; reference textbook recommended.

Essay - nothing explicit; to be included in study of the recommended literature reference textbooks.

Non-fiction - optional; one of the books from the list of 14 titles recommended for Grade 11.

ENGLISH 33

Short Story - not explicit; 2 textbooks on short stories and essays recommended.

ENGLISH 20

Poetry - not explicit; poetry textbook recommended.

Communications - nothing explicit; reference textbook recommended.

Essay - minimum of ten essays to be studied from a recommended textbook.

Non-fiction - optional one of the books from the list of 14 titles recommended for Grade 11.

ENGLISH 30

Short Story - minimum of 10 stories from a recommended textbook.



Content Coverage ... (continued)

Bishop Carroll High School

LEVEL III

Novel - 4 units required; one unit-pak available on The Great Gatsby.

Drama - a one-unit pak on the modern play, All My Sons; - a 4-unit pak on Macbeth are available.

Poetry - a 4-unit pak on four prescribed poems is available.

Essay - not included as a literary genre to be studied.

Non-fiction - not included.

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ENGLISH 33

Novel - one from the list of 23 titles recommended for Grade 12.

Drama - one play from the list of 33 modern plays and 6 Shakespearean titles recommended for Grade 12.

Poetry - not included.

Essay - included with study of the short story from two recommended text-books.

Non-fiction. optional; one book from a list of 13 titles recommended for Grade 12.

ENGLISH 30

Novel - one from the list of 23 titles recommended for Grade 12.

Drama - one modern play and one Shakespearean play from the 33 and 6 titles, respectively, recommended for Grade 12.

Poetry - a number of poems to be selected for study from a recommended text-book on poetry.  
- one poet to be studied in depth from a list of 10 recommended sources.

Essay - minimum of 10 stories from a recommended text-book.

Non-fiction - optional; one book from a list of 13 titles recommended for Grade 12.



Content Coverage ... (continued)

In addition to the student and teacher choices available in the above-listed studies of the literary genre, a number of options are available both in Bishop Carroll High School and in schools following the Alberta English Program. These options are summarized in the following:

Bishop Carroll High School

The options are structured unit-paks, each rated at 4 units.

1. Theatre Calgary at the Allied Arts Centre: attend four plays; take notes on stagecraft, acting, plot, audience response; attend two seminars.
2. Theatre Critic at the Jubilee Auditorium: attend any 3 of: cinema, ballet, modern dance, rock concert, comedy team, or any other worthwhile theatre venture; attend a pre-performance seminar; attend two further seminars on the shows seen.
3. Camera: attend preliminary meeting; prepare two sets of black and white photos; select topic and prepare 30 slides with captions.

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Communications 21 and Literature 21 are available to students in Grades X, XI and XII.

Each of the modules is considered an integral part of the secondary Language Arts program, the skills and concepts of which are outlined in Section A of this Handbook.

Students may select modules for three (3) credits or six (6) credits. If they select modules for three credits, they register in 21a; a subsequent registration for three credits would be in 21b. If the selection is for six credits, they register in 21a and 21b.

Three (3) credits will be granted for any two Literature modules or any one Communications module. Six (6) credits will be granted for any four Literature modules or any two Communications modules. (Prerequisites in the Communications modules will be an overriding consideration.)

The total of six credits may be awarded to a student taking instruction in either the Communications or Literature modules exclusively.

Students may enrol in both Literature 21 and Communications 21 and be granted the maximum of twelve (12) credits.



Content Coverage ... (continued)

Bishop Carroll High School

4. Reading and Sharing: spend one hour per week for 8 weeks reading, discussing and listening with patients at the Colonel Belcher Hospital; obtain signatures at the hospital to verify attendance.
5. Listening (How's Your Ear Q?): a "communications" pak.
6. Reading: exercises aimed at increasing speed and comprehension through use of mechanical "pacers" and workbooks.
7. Mythology II: reading a number of myths and doing 4 of 13 assignments.
8. Thematic Options: indepth units worked out between teacher and student.

Some new unit-paks on media are similar to some of the Communications Modules shown at the right. The media paks available are:

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COMMUNICATIONS 21 ELECTIVE MODULES

- BUSINESS COMMUNICATIONS - 3 or 6 credits (Part A prerequisite to Part B)
- COMMUNITY RELATIONS NETWORK - 3 or 6 credits
- ENGLISH AS A SECOND LANGUAGE - 6 credits
- FILM - 3 or 6 credits (Part A prerequisite to Part B)
- THE HOW, WHAT AND WHY OF WRITING - 3 or 6 credits (Part A NOT prerequisite to Part B)
- JOURNALISM - 3 or 6 credits (Part A prerequisite to Part B)
- LANGUAGE AS A MANIPULATIVE DEVICE - 3 or 6 credits (Part A prerequisite to Part B)
- LANGUAGE GROWTH - 3 or 6 credits
- PLAIN SPEAKING - 3 credits
- PURPOSEFUL SPEAKING - 3 credits
- RADIO - 3 credits
- SPEEDED COMPREHENSION - 3 credits
- TELEVISION - 3 or 6 credits (Part A prerequisite to Part B)



Content Coverage ... (continued)

Bishop Carroll High School

1. Film and Movie Viewing -  
Levels I, II (2 units)  
(Taken from material published by Scholastic Voice)
2. Message and Meaning - Level  
II (Taken from Perigoe and  
Perigoe, Message and Meaning.  
Scarborough: Prentice-Hall,  
1974. Chapter 1)
3. Sensating and Articulating -  
Levels I, II (Taken from  
the Perigoes' Message and  
Meaning textbook)

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COMMUNICATIONS 21 MODULES (concluded)

THINKING-THE CORE OF COMMUNICATION - 3 or 6 credits (Part A  
prerequisite to Part B)

WRITERS' WORKSHOP - 3 or 6 credits

LITERATURE 21 MODULES

NOVELS

1. Adventure and  
Mystery
2. American
3. British
4. Canadian
5. Recent Best Sellers
6. Twentieth Century

POETRY

7. Canadian Poetry
8. Modern Poetry

DRAMA

9. Drama in Three  
Media
10. Television Drama
11. Shakespearean Survey,  
The Plays
12. Tragedy of Macbeth

OTHERS

13. Africa's Contemporary  
Authors
14. Canadiana: Short  
Story and Humor
15. Children's Literature
16. Concepts of the Future
17. Native Canadian  
Literature
18. The Romantic Mind
19. The Untravelled World:  
Science Fiction
20. Tolkien, Fantasy and  
Folk-Tale



APPENDIX F - SCIENCE



An Inventory of Processes In Scientific Inquiry

by Dr. M.A. Nay, et. al.

I. INITIATION

1. Identifying and defining a problem
  - a. speculating about a phenomenon
  - b. identifying variables
  - c. noting and making assumptions
  - d. delimiting the problem
2. Seeking background information
  - a. recalling relevant knowledge and experiences
  - b. doing literature research
  - c. consulting people
3. Predicting
4. Hypothesizing
5. Designing collection of data through field work and/or experimentation
  - a. defining the independent and control variables
  - b. defining the procedure and sequencing the steps
  - c. identifying needed equipment, materials and techniques
  - d. indicating safety precautions
  - e. devising the method for recording data

II. COLLECTION OF DATA

6. Procedure
  - a. collecting, constructing, and setting up the apparatus or equipment
  - b. doing field work and/or performing the experiment
  - c. identifying the limitations of the design (as a result of failures, blind alleys, etc.) and modifying the procedure (often by trial-and-error)
  - d. repeating the experiment (for reproducibility, to overcome limitations of initial design, and more)
  - e. recording data (describing, tabulating, diagramming, photographing, and so on)



## 7. Observing and observations

- a. obtaining qualitative data (using senses)
- b. Obtaining semi-quantitative and quantitative data (measuring, reading scales, calibrating, counting objects or events, estimating, approximating)
- c. gathering specimens
- d. obtaining graphical data (charts, photographs, films, etc.)
- e. noting unexpected or accidental occurrences (serendipity)
- f. noting the precision and accuracy of data
- g. judging the reliability and validity of data

## III. PROCESSING DATA

### 8. Organizing the data

- a. ordering to identify regularities
- b. classifying
- c. comparing

### 9. Representing the data graphically

- a. drawing graphs, charts, maps, diagrams
- b. interpolating, **extrapolating**, etc.

### 10. Treating the data mathematically

- a. computing (calculating)
- b. using statistics
- c. determining the uncertainty in the results

## IV. CONCEPTUALIZATION OF DATA

### 11. Interpreting the data

- a. suggesting an explanation for a set of data
- b. deriving an inference or generalization from a set of data
- c. assessing validity of initial assumptions, predictions, and hypotheses

### 12. Formulating operational definitions

- a. verbal
- b. mathematical

### 13. Expressing data in the form of a mathematical relationship



14. Incorporating the new discovery into the existing theory (developing a "mental model")

V. OPENENDEDNESS

15. Seeking further evidence to
  - a. increase the level of confidence in the explanation or generalization
  - b. test the range of applicability of the explanation or generalization
16. Identifying new problems for investigation because of
  - a. the need to study the effect of a new variable
  - b. anomalous or unexpected observations
  - c. incompleteness ("gaps") and inconsistencies in the theory
17. Applying the discovered knowledge



EXPLANATION OF PROCESSES INVOLVED  
IN SCIENTIFIC INQUIRY

(Based on the Inventory developed by  
M.A. Nay and Associates and presented  
in "A Process Approach to Teaching  
Science", Science Education  
55: 197-207 (1971))

A careful look at the Inventory will show that scientists work mainly with their brains rather than their hands. Yet the "test of truth" is derived from the observations (data) obtained from field work or experiments in the laboratory. Therefore, scientific activity requires an appropriate combination of thought and physical work.

It should be pointed out that although the processes are numbered from one to seventeen, no rigid order is implied. Scientific investigations do not proceed always in an orderly manner from step one to seventeen. Furthermore, in any given investigation it may not be necessary to include all the steps. Finally, two or more processes often overlap or are "telescoped" into a single operation.

I. INITIATION

This major division includes activities encountered before the collection of data begins.

1. Problem

There are many things and events in the universe about which every person wonders and speculates. Thus, accidentally or deliberately we are continually identifying problems, any one of which could be investigated to obtain an answer or solution. For instance a problem may arise from observing a phenomenon (e.g., a rainbow), noting discrepancies in nature (e.g., a liquid flowing upward), or merely from curiosity. The problem may be stated in the form of a question:

Example: What is a rainbow?

or as an infinitive phrase:

Example: To determine how a liquid can flow upward.

The investigation can be more fruitful if the problem is clearly defined or formulated. We need to identify those variables which will suggest the kind of data to collect through field work and/or experimentation in the laboratory, and how to collect it. Variables are



factors, conditions or properties which operate within or influence the phenomenon under investigation.

Examples of variables: weight, temperature, distances, water supply, cosmic radiation, animal population density, etc.

Often to be able to find an answer to a problem, we have to make assumptions.

Examples of assumptions: certain variables have no effect on the phenomenon, reliable data can be obtained, etc.

Finally, the problem may have to be delimited. Otherwise too big an area may have to be covered, making the experiment too difficult to perform, or the data too unreliable or confusing to be of much value. This immediately places a limit on the knowledge we can obtain about the problem. However, what we do find out will probably be more reliable and valid.

## 2. Background Information

Before any problem can be investigated or solved, or perhaps even before it can be clearly defined, some information is needed. This consists of background theory, knowledge of what other scientists have done on the same (or similar) problem, ideas on the apparatus and techniques to use, precautions, etc. The investigator may already have some useful knowledge for solving the problem. Usually, he can get a great amount of information through literature research; that is, by reading appropriate books, papers, articles, etc. Listening to speeches and discussing the problem with other people is another method of obtaining the necessary background. (In school, the people consulted will be mainly the science teachers and classmates, although occasionally it might be possible to consult a scientist who is an expert in the area being investigated.).

## 3. Predictions

Predictions are based on the fact that the universe operates in a regular manner, and that we expect known phenomena to occur always in the same way.

Examples: the movements of the moon, changes in season, effect of gravity, flow of heat, boiling, etc.

This behaviour of nature allows us to make predictions based on past experience. Whether a prediction is right or wrong depends on the probability of something happening in the expected way. For instance, our prediction that the sun will rise tomorrow morning is almost certain to be correct, since the probability of the sun rising is near certainty.



The prediction of "heads" in coin-tossing will be right only fifty per cent of the time. Predictions for rain in a specified place at a definite time will probably be wrong most of the time, because the probability of this happening is very low.

A prediction may or may not suggest specific observations to make or procedures to follow to test the prediction.

#### 4. Hypothesis

A hypothesis is a possible or tentative explanation for a phenomenon. This may be anything from a conjecture, guess or assumption to an explanation which is highly probable in the light of known observations or facts.

Examples: The hypothesis that there are other planets in the universe with thinking beings inhabiting them is not much more than a (statistical) guess. On the other hand, the existence of Pluto and Neptune was hypothesized to account for some anomalous astronomical behaviour.

It is usual to try to test (prove or disprove) the validity or truth of a hypothesis by collecting more data. To do this a working hypothesis might be stated to guide the investigation.

#### Example:

Hypothesis: Birds migrate south in the fall because of the decreasing length of daylight.

This suggests an experiment in which two variables may be studied for birds in a windowless cage: length of artificial daylight and the direction of flight.

The following example illustrates the distinction among problem, prediction and hypothesis:

Situation: If a glass of water is placed on a paper towel which is then whisked out from underneath....

Problem: Will the glass of water remain upright?

Prediction: Probably not since experience with imbalances of forces suggests that in this case the glass will move and probably tip over.

Hypothesis: Involved is not only an imbalance of forces, but also inertia. Consequently, if the towel is whisked out from under the glass with a quick, jerky motion and the towel is dry, the effect of inertia will be dominant. The glass will remain upright.



## 5. Design for Collection of Data

A solution or explanation for a problem may be stated first as a hypothesis, but the truth or validity thereof can be established only on the basis of the right observations or data. This data may come entirely from experiments performed in the laboratory (as in chemistry or physics), or from field work which often is combined with laboratory activity (as in geology and biology).

The value of planning the method or procedure for collecting the data is obvious. First the researcher has to deal with the variables. It is common practice to study only some of the variables (called independent variables) while keeping all the others under control ("held constant").

Example: Referring to the above experiment with a glass of water on a towel, if the variable being studied is the speed of removing the towel, then the controlled variables are the amount of water in the glass (same amount in all the experiments), wetness of towel (keep it dry), roughness of table, etc.

After the effect of changing one variable has been studied, it can then be controlled in turn while the effect of changing some other variable is studied (e.g., varying the amount of water in the glass, from zero to full). This aspect is referred to again under "openendedness" in Process 16 b.

Having made a decision about the variables, the scientist then develops a method of collecting the data including the apparatus needed, the steps to be followed, the precautions to be taken, and manner in which the data is to be recorded (e.g., narrative and tables in a notebook, charts from electronic measuring instruments, photographs, specimens, etc.).

## II. COLLECTION OF DATA

This general category includes the activities associated with the actual collection of data, in the field and/or laboratory. (In science teaching this phase is commonly referred to as "experimentation" or "laboratory work". This designation is incomplete since in many sciences much data is obtained in activities which do not resemble experiments, and in locations outside of a room called a "laboratory".)

### 6. Procedure

The scientist starts his data collection by following the design. He may be fortunate in collecting sufficient reliable and reproducible data without undue deviation from the design. However, it is more probable that he will encounter difficulties of varying gravity. He may have



trouble getting or building the required equipment, and setting it up. The recording system may not be sufficiently sensitive or stable. He may have to learn by trial-and-error how to perform the experiment properly. He performs the experiments, but the results do not make any sense (a "blind alley"), or give him only limited information. He tries a procedure repeatedly but without success (a "dead-end"). In the field he may search different areas for specimens, but may find few or none. These and countless other kinds of difficulties may result in failure. If he accepts the failure as temporary, he may do more reading, thinking and designing - and then try again. However, if he cannot see a way out, he will drop the problem under investigation and go on to another one.

All of the above obstacles (some foreseen and others not) to success are part of the limitation of the design. Throughout the entire operation the scientist records for future reference, everything he does, whether successful or not.

### 7. Observation

The observations made constitute the data of research, and many of them become part of the theory as facts.

The scientist develops keen power of observation. He tries to be systematic so that nothing goes un-noticed in his investigation. As a result he is prepared for the accidental or unexpected events when they occur (many of which give rise to more important problems than the original one). The data is of various kinds and appears in various forms as indicated in process 7 a, b, c, and d, of the inventory.

The scientist also takes into account the precision and accuracy of his results (including possible errors, significant figures, etc.). The precision may be high in that every time he does a given experiment he gets the same result (within experimental error). However, the result itself may be inaccurate because the apparatus was not working properly, there were impurities in the chemicals, etc.

Analogy: In target practice, the precision is high if the bullet holes are all close together. For the accuracy to be high, these holes should be near or at the bull's eye.

## III. PROCESSING OF DATA

This general category deals with what happens to the data after collection, but before interpretation. Putting the data in some more systematic form may reveal generalizations more readily, help to identify mathematical relationships between variables, etc. Actually the strict separation between data processing and interpretation is a little artificial, as some conceptualization usually has already taken place when the data is being processed.



### 8. Organization of Data

To make data more meaningful, it often has to be rearranged, compared, ordered or classified. Sometimes this step is performed before the actual performance of an experiment, as is the case when suitable variables are tabulated before making the actual observations. Usually, however, data is recorded in some "rough" fashion and has to be organized in some more compact and meaningful way.

### 9. Graphical Representation

This process involves systematizing the data graphically, in order to obtain "hidden" information and thus facilitate interpretation and make it more complete. Such "hidden" information is found in extrapolations and interpolations, intercepts, contours, cross-sections, and isopleths (e.g., isobars, isotherms, isoclines, etc.) These graphical representations often make possible predictions (e.g., rainfall from weather maps, oil deposits from geological cross-sections, etc.)

### 10. Mathematical Treatment

Quantitative data is often processed mathematically for a number of reasons. One is to make it more meaningful by deriving constants from multiplication or division of data, rates of change, slopes and areas from graphs; determining statistical distributions; etc. Another is to help define the "level of confidence" that can be placed in the observations through such operations as averaging, finding per cent errors, etc. In the mathematical treatment, often the chance effects of uncontrolled or unidentified variables become evident.

## IV. CONCEPTUALIZATION OF DATA

This general category deals with the process of bringing conceptual understanding and order into the facts (observations or data). Here we are concerned with the PRODUCT or CONTENT of a scientific discipline. The relevant information identified under the process of "background knowledge" is vital for this stage of scientific inquiry.

### 11. Interpretation of Data

(In science teaching, this process has been seen mainly as one of "drawing a conclusion." The word "conclusion" is misleading since, although a given investigation may be concluded, it gives rise to a host of new problems for investigation.)

A scientific investigation is undertaken to find an explanation or solution to a problem. In due course a body of observations is obtained, from which generalizations (laws, principles) are deduced, and/or for



which appropriate explanations are devised. Of primary concern are composition and structure (e.g., living tissue), function, relationships (e.g., pressure versus temperature for gases), and cause-and-effect (e.g., heating water). Interpretation involves inference since often the mind must go "beyond the facts" for an appropriate generalization or explanation.

It is essential to note that it is not easy to answer even a simple problem unambiguously by experiment or field work. Therefore, vigilance must be exercised in interpreting data; that is, no more should be inferred than is justified. There is always a limit on the new knowledge that can be obtained in any single investigation.

At this stage the validity of initial assumptions and hypotheses must be assessed. New problems have arisen in the course of the investigation (openendedness). If these stem from errors and weaknesses in the experimental design, then the initial hypotheses and assumptions may be reformulated in preparation for a repeat of the investigation.

## 12. Operational Definitions

Formulating operational definitions is only indirectly a process in scientific inquiry; it is primarily an aspect of the language of science. Scientists find it useful and convenient to use a word or a brief phrase to identify the operation of an object or an event in nature. Therefore, an operational definition encompasses the minimum description or minimum action needed to identify an object or event. Often more than one definition is possible, the choice depending on suitability.

Example: Define the word "boiling."

1. Boiling is the event in which bubbles are formed continually throughout a heated liquid, and rise to the surface where they "break."
2. Boiling is the event in which the maximum constant temperature (as measured with a thermometer) is obtained for a heated liquid.

## 13. Mathematical Relationships

Usually, this process is part of the interpretation of data. One reason why it is shown separately is that considerable importance is attached to quantitative generalizations in science. An important outcome is that manipulation of a mathematical relationship may often provide information which was not apparent from the data. Another important reason is that scientific relationships can be derived entirely mathematically (e.g., Einstein's equation relating matter and energy,  $E = mc^2$ ). In both situations new problems may be identified for investigation, to prove or disprove the ideas deduced mathematically.



#### 14. Development of a Theory

Whereas interpretation is a process concerned with the data from the investigation, theory building involves fitting and integrating the new knowledge into the theory already existing; or revising this theory to accommodate both the new and old facts. Facts, laws, principles, concepts, conceptual schemes, hypotheses, etc. are the "bones and flesh" of a theory. Considerable insight and intuition (involving going "beyond the facts") are called for to bring about a consistent integration of these elements of a theory. Since much of this theory goes beyond what can be observed directly (e.g., atoms, molecules, genes, etc.), and exists primarily in the scientist's mind, the term "mental model" building has become popular in science (and science teaching).

It is at this stage of inquiry that the provisional (tentative) and self-correcting (revisionary) nature of scientific knowledge is most apparent. For instance, the new findings may show some of the old principles to be erroneous or obsolete and in need of revision. Or the new data may help to settle which of two existing theories is more plausible. In any event, a host of new problems stem from gaps, inadequacies, conflicts, and inconsistencies in the theory, and new assumptions and hypotheses may be formulated as a prelude to new investigations.

#### V. OPENENDEDNESS

Science is always an unfinished business. One often hears that each investigation raises many more questions than it answers. This aspect of the scientific enterprise is often referred to as "openendedness." In this inventory, the openendedness is seen in terms of the need for further support for a generalization, or explanation, the application of this generalization or explanation in explaining new phenomena (some of which have been long observed but not understood), and the pursuit of new problems related to the one being investigated.

#### 15. Further Evidence

Obviously, the level of confidence in generalization or explanation will be low if errors or weaknesses in some stage of the investigation have been spotted. Those which appeared early might be remedied at the data-collecting stage, while those appearing later may require the investigation to be redone. Often there is a "pilot" stage in an investigation for the purpose of testing the design for data collection, and revealing some of the difficulties and pitfalls.

In some cases it is useful to repeat an investigation (in the same or a modified form) to accumulate more evidence for interpretation. For example, the average of several temperatures of boiling water is more reliable than a single reading. Or it may be desirable to determine a more accurate boiling point using a more sensitive thermometer and better experimental technique.



When a scientist obtains a generalization or explanation for one substance, he may want to know how other substances behave when the same variables are studied. Thus he increases the range of application of the generalization. For example, when he studies the effect of heat on several different liquids, he finds that all of them can be made to boil.

#### 16. New Problems for Investigation

As was already mentioned under Process 14, "gaps", inconsistencies, discrepancies, or weaknesses in the theory point the way to new investigations.

One characteristic of new problems is the inclusion for study of at least one new variable. A standard way in which this is done in research is to make one of the control variables in a previous investigation an independent variable (see example under Process 5 above).

Anomalous behaviour or unexpected observations usually are the result of some variables not being recognized initially (hence no provision being made to control them). Often these give rise to investigations which are much more important than the one in which they appeared. For example, it is found that all liquids boil, but the boiling points differ. In addition, the boiling temperature will vary with altitude. Fleming's discovery of the effect of **penicillin** is a more dramatic example of the importance of "accidental" or "chance" discovery in the development of science.

#### 17. Application

The scientific knowledge gained from an investigation may be applied in a number of ways. Perhaps the simplest is its use in solving some related problem arising out of the openendedness of the investigation. Often knowledge gained in one area may help increase the knowledge and understanding in another. Such applications may vary in magnitude, ranging from explanations of simple concrete phenomena to providing the basis for entire scientific fields (e.g., physics in biophysics, chemistry in geochemistry). Another important application of scientific knowledge is in technology (applied science) through which man gains control over parts of his environment and improves his own well-being.



APPENDIX G - MATHEMATICS



## ENROLMENTS IN HIGH SCHOOL MATHEMATICS COURSES

## Province of Alberta

Statistics from Dr. Reid,  
Operational Research and Operations Branch

	<u>1972-73</u>	<u>1973-74</u>
Mathematics 10	19,594	19,869
Mathematics 13	9,871	10,450
Mathematics 15	<u>9,288</u>	<u>9,245</u>
	38,753	39,564
Mathematics 20	15,062	15,452
Mathematics 23	7,069	7,564
Mathematics 25	<u>3,708</u>	<u>3,470</u>
	25,839	26,486
Mathematics 30	14,218	14,507
Mathematics 31	3,560	3,099
Mathematics 31 (Matrices)		
Mathematics 31 (New)		
Mathematics 33	<u>3,896</u>	<u>4,655</u>
	21,674	22,261

Enrolments (approximately as of October, 1974) - for Bishop Carroll High School

				<u>TOTAL</u>
Math 10 - 393	Math 13 - 9	Math 15 - 163		565
20 - 253	23 - 11	25 - 90		354
30 - 114	33 - 4			118
31 - <u>26</u>				<u>26</u>
786	<u>24</u>	<u>253</u>		1,063
(73.9%)	(2.3%)	(23.8%)		

Level Population

	<u>Male</u>	<u>Female</u>	<u>TOTAL</u>
Level I	299	288	587
II	163	165	334
III	92	133	<u>225</u>
			1,146

Approximately 200 pupils have not completed Level I

Input

368 - from feeder

122 - from non-feeder

82 - non-resident



APPENDIX H - PRACTICAL ARTS



## APPENDIX H.1

### COMPARISON OF UNITS OF STUDY FOR ELECTRONICS 10 AND 20

Recommended by Provincial Department of Education

Developed for Bishop Carroll High School

#### ELECTRONICS 10

##### Unit I - Basic Electricity-Electronics

1. Instrument use: V.O.M., V.T.V.M., Oscilloscope, Ammeter, Voltmeter, Signal Generator
2. Measurement of current, voltage, resistance
3. Study minimum of two systems from
  - Record player
  - T.R.F.
  - Superheterodyne
  - Computer
4. Overview of system to include:
  - Input - classification, A.F. or R.F. wave form, strength
  - Output - classification, wave form, strength
  - Identification of units within system

1. The Electron Theory
2. Sources of electricity
3. Production of electricity
4. Electricity through magnetism
5. Electro-magnetism
6. How electricity is made through magnetism
7. Electrical circuits

##### Unit II - Systems Study

1. Study three systems not studied above from: record player, T.R.F., superheterodyne, computer, transmitter, transistor radio, video, F.M. electronic control. Each to be studied as suggested in (4) above (Unit I)

8. Circuits in series and parallel
9. Measuring electrical energy
10. Transformers
11. Parallel circuits I
12. Parallel circuits II



Recommended by Provincial Department of Education

Developed for Bishop Carroll High School

Unit II - Systems Study (continued)

2. Study basic principles of the following units - Power supply
  - Amplifier
  - Oscillator

13. Parallel circuits III
14. Parallel circuits IV

Unit III - Units of a System

1. Assemble, test and compare units:
  - a. Power supplies - half and full wave
  - b. Amplifier - audio frequency
    - voltage and power
    - radio frequency
  - c. Oscillator - Armstrong
    - Hartley

Unit IV - Components of a System

1. Study components such as: resistors, capacitors, inductors, transformers, tubes, transistors for:
  - a. Characteristics
  - b. Construction and production
  - c. Values



Recommended by Provincial Department of Education

Developed for Bishop Carroll High School

## ELECTRONICS 20

### Unit I - Systems Review

1. Review systems studies in Electronics 10 and study two additional systems
2. Review use of instruments to measure voltage, resistance and current

#### A. Electrical Concepts

1. Sources of electricity
2. Resistive circuits
3. Magnetism
4. Generators

### Units II and III - Units of a System

1. Study the power supply, amplifier and oscillator under the following headings:
  - types
  - function and analysis
  - principles of operation
  - applications

#### B. Transistors and Semi-Conductors

5. Meters and instruments
6. Inductance I
7. Inductance II

### Unit IV - Component Study

1. Study the following:
  - Ohm's law as it applies to D.C. and A.C. circuits
  - Capacitance in A.C. and D.C. circuits
  - Inductance in A.C. and D.C. circuits
2. Relate physical and mathematical principles to the components: resistors, capacitors, inductors, transformers, tubes, transistors

8. R.C.L. circuits
9. AC-DC motors
10. Semi-conductor diode
11. The transistor
12. Transistor amplifiers
13. Transistor power amplifiers
14. Electric project



## RECORD OF ACHIEVEMENT: ELECTRONICS

T.A.: \_\_\_\_\_ DATE: \_\_\_\_\_ I.D. \_\_\_\_\_ STUDENT: \_\_\_\_\_

UNIT TITLE	EVADATE	MARK	COMMENTS
A. INTRODUCTORY CONCEPTS			
1. The Electron Theory			
2. Sources of Electricity			
3. Production of Electricity			
4. Electricity Through Magnetism			
5. Electro-Magnetism			
6. How Electricity Is Made Through Magnetism			
7. Electrical Circuits			
8. Circuits in Series and Parallel			
9. Measuring Electrical Energy			
10. Transformers			
B. BASIC INSTRUMENTATION			
1. Parallel Circuits I			
2. Parallel Circuits II			
3. Parallel Circuits III			
4. Parallel Circuits IV			

5 CREDITS

Average \_\_\_\_\_



- UNIT TITLE
- A. ELECTRICAL CONCEPTS
    - 1. Sources of Electricity
    - 2. Resistive Circuits
    - 3. Magnetism
    - 4. Generators
  - B. TRANSISTORS AND SEMI-CONDUCTORS
    - 1. Meters and Instruments
    - 2. Inductance I
    - 3. Inductance II
    - 4. RCL Circuits
    - 5. AC-DC Motors
    - 6. Semi-Conductor Diode
    - 7. The Transistor
    - 8. Transistor Amplifiers
    - 9. Transistor Power Amplifiers
    - 10. Electric Project

EVADATE	MARK	COMMENTS
		ELECTRONICS 20 14 UNITS CODE 2731

5 CREDITS

Average \_\_\_\_\_



UNIT TITLE

EVADATE

MARK

## COMMENTS

ELECTRONICS 30

# Basic Computer Unit 1

## Basic Computer Unit 2

Advanced Electronic Project  
worth 10 units

ELECTRONICS 30 CODE 3731

5 CREDITS AVERAGE \_\_\_\_\_



COURSE OUTLINE FOR MATERIALS 10, 20, 30  
AS STATED IN THE PROGRAM OF STUDIES  
FOR SENIOR HIGH SCHOOLS OF ALBERTA

## MATERIALS 10

## I. Wood

- Layout
- Identification and use, testing
- Hand tools and processes - planning, chiseling, boring, sawing
- Machine processes - surfacing, turning, sawing
- Fastening - nails, screws, glue
- Finishing - sealer, filler, oil, varnish, wax
- Occupational information

## II. Metal

- Layout in metal - tape, ink
- Identification and source - manufacture of steel, testing
- Hand processes - shaping, sawing, filing, drilling
- Machine processes - grinding, drilling
- Fastening - rivetting, soldering, screws and bolts
- Finishing - paint
- Occupational information

## III. Plastics

- Design in acrylics, butyrates, vinyls
- Cutting, filing, machine processes
- Heat forming
- Fastening with cements, solvents, mechanical means
- Industrial uses and occupational opportunities

## IV. Craft Materials

Only one of the following crafts may be selected each year of the program

## 1. Leather

- Selection, uses and design
- Leather industries of Alberta
- Processes - cutting, carving, creasing, lacing
- Fasteners - sewing, rivetting, glues, snaps



## 2. Ceramics

- Source and testing of materials
- Industrial applications
- Shaping and forming ceramics products - slab, coil, wheel, slip, moulding
- Firing
- Finishing - glazes
- Occupational information

## 3. Lapidary

- Identification and sources of materials
- Processes of cutting, grinding, lapping, tumbling, faceting, polishing
- Use of fasteners

## 4. Art Metal

- Design principles
- Materials
- Processes - cutting, filing, soldering, drilling, annealing, pickling, forming, twisting, beating, spinning
- Finishing - planishing, fleeting, chasing, stamping, stipling, embossing

## MATERIALS 20

## I. Wood

- Blueprint reading, planning procedure and bills of materials
- Imported woods - use and characteristics
- Tool processes - dados, grooves, chamfers, rabbets, turning, routing
- Bending, laminating, veneering and testing wood materials
- Fastening - joints, glues and adhesives
- Finishing - lacquers, varnish, Swedish oil, polishing
- Wood industries and occupational opportunities

## II. Metal

- Metal symbols
- Metallurgy - hardening, heat treatment, annealing, tempering
- Machine processes - turning, shaping
- Finishing - spray, industrial methods
- Occupational opportunities



### III. Plastics

- Design and symbols
- Processes - heat forming, laminating, blow forming, vacuum forming
- Tests and experiments in strengths and shaping of plastics

### IV. One craft other than that chosen in Materials 10

## MATERIALS 30

### I. Wood

- Reading architectural drawings
- Organizing of companies (construction)
- Selection of building sites
- Material selection and testing
- Construction planning
- Basic design of frame building
- Construction processes - concrete form design, framing, walls and rafters, roofing, finish carpentry
- Tool processes - sawing, nailing, conditioning tools
- Occupational information

### II. Metal

- Design for mass production
- Material testing - brittleness, ductility, toughness, malleability, shear torsion
- Processes - case hardening, work hardening
- Production processes - copper, bauxite, alloys, aluminum
- Machine processes - turning, kurling, filing, polishing, tapering, milling a flat surface

### III. Plastics

- Resins, fiberglass
- Material processes - embedding, overlay, laminating, molding, fiberglass repair
- Machine processes - carving, rotational molding, slush mold, injection, extrusion, compression, molding, transfer molding
- Finishing methods
- Industrial application

### IV. Craft other than taken in Materials 10 or 20



COURSE OUTLINE FOR MATERIALS 10, 20, 30  
AT BISHOP CARROLL HIGH SCHOOL

Materials 10, 20, 30 - 5 credits each (From 20-33 Units, depending on the Technology)

Major Themes: Woodworking Tools and Machine Processes  
Furniture Refinishing and Upholstery  
Cabinet Construction  
Building Construction  
Finishing  
Industrial Ceramics  
Plastic Fabrication  
Plastic Machine Processes  
Sheet Metal Fabrication and Pattern Development  
General Metals  
Machine Metals  
Welding - Arc  
Foundings  
Welding - Gas  
Material Testing  
Production Science

Each of the above themes has many concepts and sub-concepts.

All of these themes have the following concepts in common.

1. Consumer
2. Environment
3. Graphic Interpretation
4. Measurement
5. Occupations
6. Safety
7. Sociological



COURSE OUTLINE FOR VISUAL COMMUNICATIONS 12, 20, 30  
AS STATED IN THE PROGRAM OF STUDIES FOR  
SENIOR HIGH SCHOOLS OF ALBERTA

VISUAL COMMUNICATIONS 12

I. Introduction to Common Units

- relationship of commercial art, graphic arts and drafting
- relationship with industry
- occupational information

II. Image Creation

- typographical composition
- layout
- symbols

III. Conversion Processes

- photography
- plate making
- stencil duplicating

IV. Production Processes

- relief printing
- stencils
- materials
- flexography

V. Finishing Processes

- bindery

VISUAL COMMUNICATIONS 20

Unit I - Drafting

1. Mechanical Processes

- Function and use of drafting machine

2. Projection Methods

- Orthographic - dimensioning
- Isometric - from orthographic
- Pictorial - parallel perspective
- Sheet metal - development of curved surfaces



- Sectional - conventional lines and symbols
- Architectural - basic principles
- Machine - threads and other forming methods
  - symbols

## Unit II - Photography

1. Composition
  - Criteria for:
    - landscapes
    - portraits
    - still life
    - animals
    - plants
2. Materials
  - Film characteristics
3. Mechanical and Material Processes
  - Properties of light
  - Lenses
  - F-stop
  - Types of cameras
  - Enlargers and enlarging
  - Filters and their use
  - Camera use and practice

## Units III and IV - Printing and Reproducing Processes

1. Composition and Design
  - Preparation of art work for lithography
2. Material Processes
  - Preparation of photographic masters
  - Production of transparencies
  - Silk screen printing

## VISUAL COMMUNICATIONS 30

### Unit I - Drafting

1. Architectural drawing
2. Machine drawing
3. Topographical
4. Pictorial
5. Tracing and printing



## Unit II - Photography

1. Applications of photography to: commercial, illustration, portraiture, press, police, industrial, nature
  - Roentgenography
  - Infra-Red
  - Process camera work
2. Darkroom controls and techniques
3. Photography as related to the offset press
4. Print finishing
5. Color photography
6. Motion picture photography

## Unit III - Printing

1. Practical application of offset work in industry
  - Manufacturing
  - Buying
  - Distributing
  - Administration and accounting
2. Running an offset press

## Unit IV - Printing (continued)

1. Producing a complete printed project
  - Set up the management and labor organization to produce a paper



APPENDIX I - GENERAL



## A STUDY OF STUDENTS' OPINIONS

Data Gathering Procedures

Questionnaires were given to current students and former students who are now at the University of Calgary. However, the most common method of gathering information was the interview. A common criticism of reports is the appearance of statements which appear as generalizations when they are really based only on the comments of one individual. We have attempted to avoid this by discussing at least the major points which arose with a random sample of students and all the Science teachers both collectively and individually.

For purposes of identifying sources of information and degrees of agreement among the reference groups, sections of the report will deal specifically with comments from the students and former students currently at the University of Calgary.

Comments From the Students Now Attending Bishop Carroll High School

The students report they learn responsibility as a result of their interaction with the Bishop Carroll High School program and it carries over to the activities outside the school, as is illustrated by the following quotation: "When I start something I finish it". The freedom experienced by the students is very much enjoyed and they frequently questioned why this pattern of education could not have started earlier. As well, students believed preparation received at Bishop Carroll High School is valuable for living in the community when they leave the school. An interesting set of comments centred around the idea that having no



formal classes eliminated ridicule of the individual in front of his peer group. (This idea is repeated in the graduates' comments.)

Students enjoy the freedom to go to the cafeteria or other locations after seminars; a large amount of conversation at these locations results from the preceding seminars. (It appears that taking breaks becomes constructive.) A high degree of satisfaction was found with respect to the ready accessibility of a Counsellor or Teacher-Advisor, at just about any time, to discuss problems. That is, there was practically unanimous agreement with the unit-pak approach where everyone works at his own speed and seeks help as he needs it.

Students felt they were able to gain information and valuable experience outside the school as a result of organized visits to various areas. (They obtained credit for this.) Students desire more of this type of activity.

Students reported they could "swap" unit-paks but they still had to learn for the examination. They feel very positively about the value of the unit-pak in helping them to prepare for examinations.

There appears to be a competition for getting a great number of credits among some of the students; others indicate absolutely no peer group pressure.

The students express a strong positive attitude towards their school and feel they are learning more than students in traditional schools.

Students at Bishop Carroll High School are used to getting criticism from students in other schools and are constantly supporting their own school. This was especially evident during trustee election time;



a group of students attended the political forums to make sure Bishop Carroll High School was fairly represented. Although students feel the total school spirit is not strong, there appears to be a strong front presented when a threat to this method of education is perceived.

The students feel the "false grade hierarchy" has been broken down as a result of the individualized learning strategies. A social by-product of this "no-grade" structure is indicated by the report that only in this school would a girl go out with a boy in a "grade" or level below her.

One student complained that what was expected of him was constantly being changed and suggested if more schools were to be built like this one they should be in locations where traditional schools are also available.

One individual found the school depressing with respect to getting behind but enjoyed the freedom to spend extra time in fields of special interest.

Students feel that they should be asked their opinion of the value of the school since they are the ones who are there, and hence, the most qualified to judge it! Illustrative quotes follow: "After all I've lived here for three years." "I hope you listen to us. Too many people just walk through the school and out again and think they understand its operation." They also, "feel this school is a success and does make students well-rounded and well-informed adults."

The essence of the students' feelings towards their school seems to be summarized by the quote, "Don't take our school away!"



Comments by Graduates Currently Attending University

Following is a questionnaire given to Bishop Carroll High School graduates currently attending the University of Calgary. Except for question one, all answers were on a 5-point scale where 5 represents "strongly agree," 3 would be "neutral" and 1 "strongly disagree."

It may be noted that:

1. Almost all graduates reached were in the field of Science and that the average number of years spent at Bishop Carroll High School is 2.8.	
	<u>Average Responses</u>
2. My experiences at Bishop Carroll High School have been the kind I need for my current program.	3.8
3. The type of program offered at Bishop Carroll High School is not suitable for all students.	3.3
4. The Teacher-Advisor is very important to me.	3.9
5. I did not get to spend enough time with my Teacher-Advisor.	2.0
6. The seminars offered were of great value to me.	3.3
7. I could have changed Teacher-Advisors if I so desired.	4.5
8. I spent a considerable amount of time doing laboratory work in Science at Bishop Carroll High School.	3.2
9. Keeping up with my friends was my strongest guideline for the rate at which I worked.	2.5
10. I would recommend Bishop Carroll High School to my younger brothers, sisters or friends.	4.2

In addition to answering the questionnaire the graduates added a large number of comments, a summary of which follows:



There was unanimous expression of feeling that they had good background training for the University as a result of their experiences at Bishop Carroll High School. Specifically, comments were made with respect to the training received relative to the ability to accept responsibility and get jobs finished.

The graduates also stated they felt that the school is not for all types of students. However, they added that intelligence and marks are not the required criteria for students to be successful at Bishop Carroll High School. Rather than that the ability to work by oneself and the degree of maturity and responsibility of the individual are most significant. Bishop Carroll High School should remain as an alternative school for those students who "desire more from high school than a traditional narrow approach to education."

Most students reported that the school had continuously improved while they were in attendance. Dedicated teachers were important for this past success and furthermore, graduates stated they felt that the school could only get better and better.

Again, opinions were stated on the different roles played by the teacher: as a friend, as someone who did not try to put you down, and as a motivating person if he thought you could do better.

A point was made about matching the teachers to this type of environment. Perhaps all teachers are not suited to teaching in this type of school.

Students frequently reported that the Science program was very good at Bishop Carroll High School. This seems to be born out by the



fact that almost all students answering the questionnaires were registered in Science at the University.

A common comment was that the student could talk very freely to his Teacher-Advisor. If he had problems they could be expressed since the principal and staff would usually listen and try to find a solution. This made the students "feel like it was their school" and not just the teacher's school, hence they all worked together to help make it successful. The teachers became your friends trying to help you do better. If you did not get along with your Teacher-Advisor you had the freedom to change to another.

Personal attention is much more possible at this school than at the traditional school. The student is treated like an adult and, therefore, acts like one.

Many people are "hung up" on a three year program for all students; this is foolish. "There should not be a magic three year program. If you finish faster - fine; if it takes you longer to master the knowledge required - great." Spending more time than three years allows you to either explore more areas or take the time you need to absorb as much education as you can. Or you may just wish to take your time to learn, to grow with your peers and develop as an adult.

Since one is allowed to work at his own rate one student reported he found Bishop Carroll High School a tremendous learning experience but suggested that the system contributed to poor study habits; he did not need to do homework and in fact did none. The person making these comments did not find the University engineering program difficult relative to the



course work at Bishop Carroll High School; the major factor being the degree of personal responsibility to accomplish academic goals being mainly the same.

The ability to take a diversity of subjects and to go into these in varying depths or research "allows the student to appreciate the many facets of knowledge that are offered." This should be noted at catering to individual needs and differences.

Students could get involved in community affairs and receive credit for becoming active members in the community.

The importance and value of small-groups and seminars were emphasized.

Parents, whose children prove incompatible with the system, are quick to defend themselves by maintaining that the system is inadequate and inferior. However, such a school is absolutely essential if only to provide an alternative to those students desiring more from a school than a "cut and dried, unfulfilling education."

The idea of people "putting the school down" without first looking into it fully is wrong. Emphasis on a complete and extended visit is mandatory for evaluation. Students report they hope people are reading and listening to what students have to say, they have been asked to fill in a lot of questionnaires.

There were some complaints about the examinations: it is possible to cheat or do unit-pak examinations somewhat collectively. This makes the marks somewhat dishonest. It was suggested that quarter-year-end finals be offered. (The value would be in training for a University type environment.)



One student reported the unit-pak as having a hindering effect in that he did not have to learn and retain large amounts of material as he needs to do for tests at University.

Suggestions from the graduates. Perhaps for true continuous education the school should be open for flexible hours and not just the traditional school year in terms of the ten months.

The graduates recommend that more encouragement and praise be incorporated into the system for the students.

Improved communication between the school board, school and public is badly needed.

Perhaps parents should be required to attend seminars to become oriented to the school.

Perhaps the competition aspect is missing at Bishop Carroll High School. It may motivate some people to do better.

Besides the competition aspect, other University phenomena to be adjusted to are: "power" tests with time limits, assignments with definite time limits and no second chances. The unlimited time allowed for tests at Bishop Carroll High School were appreciated. (Perhaps the University should receive this feedback.)

A desire for a more rigorous Physics course was registered.

Summary of graduate comments. Perhaps the following quotes and ideas summarize the graduates' general feelings towards Bishop Carroll High School:

"Bishop Carroll is a school of the future: It has some bugs and



and flaws but I think it has more good points and has had more success than failures."

People are changing and their methods of education should also change to help better their life and the world so they are more aware and prepared for it. That is, Bishop Carroll High School may not be everything but it is far ahead of whatever is in second place.

The cooperation in filling in questionnaires and writing of a great deal of information about the school is acknowledged and appreciated with respect to the graduates at University. This, in itself, indicated a high interest in the school.



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